

# CaliberSchools

## **Caliber Schools: K-8 Charter**

For a term of July 1, 2014 – June 30, 2019

Submitted to the West Contra Costa School District

March 6, 2013

## Table of Contents

<b>INTRODUCTION .....</b>	<b>4</b>
<b>CHARTER SCHOOL INTENT AND CHARTER REQUIREMENTS.....</b>	<b>5</b>
<b>AFFIRMATION AND ASSURANCES .....</b>	<b>6</b>
<b>EXECUTIVE SUMMARY.....</b>	<b>9</b>
I. MISSION .....	9
II. CORE COMPONENTS OF CALIBER SCHOOLS.....	9
III. SPECIAL POPULATIONS.....	13
IV. FOUNDING TEAM .....	15
V. COMMUNITY OUTREACH AND SUPPORT .....	16
<b>ELEMENT A: DESCRIPTION OF THE EDUCATIONAL PROGRAM .....</b>	<b>18</b>
I. MISSION AND CORE COMPONENTS OF CALIBER SCHOOLS.....	18
II. TARGET POPULATION .....	19
III. WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY .....	23
IV. HOW LEARNING BEST OCCURS .....	30
V. CURRICULUM AND INSTRUCTIONAL DESIGN .....	40
VI. SPECIAL POPULATIONS .....	51
VII. OUR STAFFING PLAN .....	70
<b>ELEMENT B: MEASURABLE STUDENT OUTCOMES.....</b>	<b>77</b>
<b>ELEMENT C: ASSESSMENT OF STUDENT AND SCHOOL OUTCOMES .....</b>	<b>80</b>
<b>ELEMENT D: GOVERNANCE AND LEGAL ISSUES .....</b>	<b>85</b>
I. LEGAL AFFIRMATIONS .....	85
II. LEGAL STRUCTURE .....	85
III. BOARD OF DIRECTORS.....	86
IV. PARENTAL AND COMMUNITY INVOLVEMENT.....	89
<b>ELEMENT E: EMPLOYEE QUALIFICATIONS .....</b>	<b>91</b>
I. CERTIFICATION .....	91
II. COMMITMENT .....	91
III. HIRING PROCEDURE.....	92
IV. COMPENSATION .....	92
V. STAFF ROLE AND RESPONSIBILITIES.....	92
VI. PERFORMANCE EVALUATION .....	93
<b>ELEMENT F: HEALTH AND SAFETY PROCEDURES .....</b>	<b>95</b>
I. CRIMINAL RECORD SUMMARIES .....	95
II. FACILITY SAFETY.....	95
<b>ELEMENT G: MEANS TO ACHIEVE ETHNIC AND RACIAL BALANCE .....</b>	<b>99</b>
<b>ELEMENT H: ADMISSION REQUIREMENTS.....</b>	<b>102</b>
<b>ELEMENT I: FINANCIAL AUDIT .....</b>	<b>105</b>
<b>ELEMENT J: STUDENT DISCIPLINE, SUSPENSION AND EXPULSION PROCEDURES .....</b>	<b>107</b>

<b>ELEMENT K: STAFF RETIREMENT SYSTEM .....</b>	<b>110</b>
<b>ELEMENT L: ATTENDANCE ALTERNATIVES .....</b>	<b>111</b>
<b>ELEMENT M: DESCRIPTION OF EMPLOYEE RIGHTS.....</b>	<b>112</b>
<b>ELEMENT N: DISPUTE RESOLUTION PROCESS .....</b>	<b>113</b>
<b>ELEMENT O: LABOR RELATIONS.....</b>	<b>115</b>
<b>ELEMENT P: CLOSURE OF THE CHARTER SCHOOL.....</b>	<b>116</b>
<b>BUSINESS OPERATIONS.....</b>	<b>119</b>
<b>IMPACT ON THE CHARTER AUTHORIZER.....</b>	<b>121</b>
<b>CONCLUSION .....</b>	<b>122</b>

## Introduction

The organizers of Caliber Schools: K-8 Charter (“Caliber”) are pleased to submit this charter school petition to the West Contra Costa Unified School District (WCCUSD), and to request that a charter petition be granted for a term running from July 1, 2014 through June 30, 2019.

In the process of developing this charter petition, the petitioners spent over six months meeting with local families and community leaders in West Contra Costa to understand the need for a school like Caliber. Our founding team is comprised of educators who have worked at and run schools that have demonstrated exceptional results. Our team is also comprised of West Contra Costa families who believe in the need for more quality educational options for their children. We have collected signatures from more than 350 parents who are meaningfully interested in enrolling their children in the proposed school. We have collected signatures from 16 teachers who are meaningfully interested in working at the proposed school.

Caliber is eager to contribute to WCCUSD by providing students with a challenging, engaging, and personalized education that equips them with the knowledge, character, and skills they will need to succeed in competitive colleges, careers and communities. We are also excited to serve as a laboratory school and to work collaboratively with WCCUSD educators and administrators through the sharing of best practices.

Thank you for your consideration.

The Petitioners for Caliber Schools: K-8 Charter

## Charter School Intent and Charter Requirements

It is the intent of the California Legislature, in enacting the Charter Schools Act of 1992, to provide opportunities for teachers, parents, pupils, and community members to establish and maintain schools that operate independently from the existing school district structure, as a method to accomplish all of the following:

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

California Education Code Section 47601(a)-(g)

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 the establishment of charter schools should be encouraged.

## Affirmation and Assurances

As the authorized lead petitioner, I, Allison Akhnoukh, hereby certify that the information submitted in this petition for a California public charter school to be named Caliber Schools: K-8 Charter (“Caliber”, or the “Charter School”), to be located within the boundaries of the West Contra Costa Unified School District (the “District” or “WCCUSD”), 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 will meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605 and 60851, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. California Education Code Section 47605 (c)(1)]
- The Charter School 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. California Education Code Section 47605 (b)(5)(O)]
- The Charter School will be nonsectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. California Education Code Section 47605 (d)(1)]
- The Charter School will not charge tuition. [Ref. California Education Code Section 47605 (d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application, unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605 (d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. California Education Code Section 47605(d)(2)(A)-(C)]
- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender

identity, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605 (d)(1)]

- The Charter School will adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities in Education Improvement Act of 2007, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School will 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 will ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold per state law and the federal Elementary and Secondary Education Act (“ESEA”). As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605 (l)]
- 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 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 a transcript of grades or report card and health information. [Ref. California Education Code Section 47605(d)(3)]
- 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)]
- The Charter School shall on a regular basis consult with its parents and teachers regarding the Charter School’s education programs. [Ref. California Education Code Section 47605 (c)]

- The Charter School shall comply with any jurisdictional limitations to 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. California Education Code Sections 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the ESEA.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum 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 WCCUSD.
- The Charter School has adopted the California State Standards.
- The Charter School will operate in compliance with generally accepted government accounting principles.



3/6/13

---

Allison Akhnoukh  
Caliber Schools

---

Date

## Executive Summary

### I. Mission

Our mission is to provide students with a challenging, engaging, and personalized education that equips them with the knowledge, character, and skills they will need to succeed in competitive colleges, careers, and communities.

### II. Core Components of Caliber Schools

#### 1. High Expectations

**We believe all children can succeed in college and in life** if they are willing to put in the work and believe in themselves. Our curriculum will be rigorous and college preparatory. There is a substantial body of research that shows that high expectations<sup>1</sup> and a growth mindset<sup>2</sup> can positively affect student performance. Our program will be built around this belief.

**We also believe that character is critical to student success** and will interweave a character curriculum into our academic program. We will expect and support students to behave appropriately and develop essential character traits such as grit and perseverance that they will need to succeed in college and in life.

#### 2. Personalized Learning

**Each student will have a personalized learning plan (PLP).** This plan will show information about a student's background, his or her current achievement levels and pace, as well as his or her learning goals and strategies. In this way, students will know where they need to speed up or get help. See Appendix A-3 for an example of a PLP. We will offer one-on-one coaching so that students can update their learning plans and gain increased independence in managing their time and work.

**We will teach core content through “blended learning.”** Students will learn core Math and ELA content through a combination of whole group, small group, one-on-one, and customized independent learning. Approximately 30% of a student's time during this portion of the day will be spent with adaptive online curricula. Our adaptive online

---

<sup>1</sup> See Education Partnerships, Inc.: <http://gearup.ous.edu/sites/default/files/Research-Briefs/ResearchBriefHighExpectations.pdf> as well as The Power of High Expectations: Closing the Gap in Your Classroom, from Teach for America's Teaching as Leadership: [http://teachingasleadership.org/sites/default/files/Related-Readings/DCA\\_Ch2\\_2011.pdf](http://teachingasleadership.org/sites/default/files/Related-Readings/DCA_Ch2_2011.pdf)

<sup>2</sup> For more on the growth mindset, see “Mindset” by Carol Dweck: <http://mindsetonline.com/>

programs will engage students at or above his or her skill level (their “zone of proximal development”<sup>3</sup>) and provide regular feedback regarding their gaps in knowledge.

**Teachers will use data to personalize instruction.** Teachers will use daily student progress data, generated through online programs and their own teaching, to inform the scheduling and composition of small-group tutorials<sup>4</sup>. In addition, they will use interim assessments and other formative assessments such as MAP and DRA to determine when students have reached competence in a given area. Students and teachers will discuss this evidence during individual coaching sessions.

**Students will take ownership of their learning**<sup>5</sup>. We believe that students should be engaged in designing their learning experience. Students at Caliber will take ownership of their personalized learning plans via one-on-one coaching sessions with teachers, where they will set goals and strategies. Over time we will teach students how to work independently with significant choice about when, how, where, and with whom they work.

### 3. Continuous Improvement and Innovation.

**Our school will be a laboratory for new ideas.** We will continually evaluate the approaches and programs we are using to critically assess what is working and what is not and to look for opportunities to improve. We will also continually look for new approaches (both online and offline) that can improve the educational experience for our students and the professional experience for our teachers. We will be a data driven school. As we try new approaches, we will closely evaluate their effectiveness and focus on what works.

**We are committed to sharing with and learning from others.** We believe that educational outcomes for all students will only improve through the sharing of best practices. We plan to share our program with other schools in West Contra Costa and beyond. Our doors will always be open for educators to visit our classrooms and critique our model. Similarly, we plan to learn from best practices locally and nationally. We look forward to the feedback and collaboration with other WCCUSD schools and with other schools in the Bay Area and around the country.

### 4. Exceptional Teaching and Instructional Leadership

---

<sup>3</sup>See “Personal Learning Environments and the Revolution of Vygotsky’s Zones of Proximal Development” by Ismael Pena-Lopez: <http://ictlogv.net/20120831-personal-learning-environments-and-the-revolution-of-vygotskys-zone-of-proximal-development/>

<sup>4</sup> The positive benefits of one-on-one tutoring and mastery learning are summarized in the Benjamin Bloom study, “The Two Sigma Problem: The Search for Methods of Group Instruction as Effective as 1:1 Tutoring” (Bloom 1984). <http://www.comp.dit.ie/dgordon/Courses/ILT/ILT0004/TheTwoSigmaProblem.pdf>

<sup>5</sup> See “Developing Responsible and Autonomous Learners: A Key to Motivating Students” by Barbara McCombs, Ph.D.: <http://www.apa.org/education/k12/learners.aspx?item=1>

**Our school leader will be an instructional leader** responsible for improving the quality of our teaching. The primary role of the school leader will be to support and develop teachers. S/he will provide real time feedback to teachers through frequent observations and coaching sessions. The school leader’s role will be practical and focused on low-stakes feedback cycles that directly impact classroom instruction.<sup>6</sup>

**We will recruit and develop great teachers.** We will seek staff with demonstrated leadership qualities in prior roles, expertise in their content areas, experience working with students from underserved communities, and the belief that all our children can get to and through college. Our teachers will also need to be flexible and data driven.

**Our teachers will be part of a collaborative professional learning community.** Teachers will spend one half-day per week working collaboratively to plan instruction and improve their performance. Teachers will work in grade level and house teams to plan curricula, visit each other’s classrooms, and model sample lessons. By 2<sup>nd</sup> grade, teachers will work with at least one other teacher in the classroom. By 4<sup>th</sup> grade, all core classes will be team-taught.

**We will provide opportunities for career advancement.** Our differentiated staffing model will provide teachers with opportunities to advance. Associate teachers will work alongside senior teachers, who will provide mentorship and peer development. Each grade level will be led by a grade level chair, who facilitates grade level planning and supports the development of senior and associate teachers on their team.

## 5. Rigorous and Relevant Curriculum

**Students will be offered a challenging, Common Core-aligned curriculum** in English language arts (ELA), math, social studies and science. Our grading system will be standards-based, meaning that students and parents will be able to see student progress against specific standards. We do not assume that just because a topic was taught, it was learned. We will give students multiple opportunities to demonstrate competence.

**Computer programming will be our “second language”.** We want our students prepared for challenging careers in STEM (Science, Technology, Engineering, and Math). All students will study computer programming. In the early years (grades K-1), our focus will be on logic and rule-based thinking. As students progress they will write computer code, make their own apps and programs, and participate in individual and group design projects.

**We will have an intense focus on writing.** We will have a daily writing block for all grade levels and will embed writing and speaking instruction throughout the curriculum. Children will be taught to argue persuasively in writing and in speech for

---

<sup>6</sup> Sarah Archibald Ph.D. et al. “High Quality Professional Development for All Teachers” National Comprehensive Center for Teacher Quality, February 2011.

their point of view. In particular, our ELL students will receive special support throughout the day in achieving writing and speaking proficiency, using push-in and pull-out groups and additional support as needed.

**Students will work in teams using a project-based learning (PBL) approach for science and social studies.** Using hands-on science labs or social science investigations, students will start with a deep problem and learn relevant information they need to solve the problem or complete the investigation rather than learning without understanding the context or relevance of the subject matter.<sup>7</sup> Research shows the positive effects of a PBL approach.<sup>8</sup>

**The school day will be longer and the school calendar will be different.** Students will be in school from approximately 8:00 a.m. – 5:00 p.m. every day except Wednesday, when school will end early for staff planning and collaboration. Instead of taking a long summer break – which research<sup>9</sup> shows leads to significant learning loss – Caliber will take a shorter summer break and a longer winter break between Thanksgiving and the New Year. Other holidays will be aligned with the WCCUSD school calendar. Caliber will offer an optional winter break camp during the first three weeks in December for families who would prefer that their children be in school during this time.

## 6. Supportive School Community with Rights and Responsibilities

**We will partner with families. We cannot educate our students unless families are informed, involved, and supportive.** Teachers, families, and students must work together as partners. Caregivers will always be welcome at the school and will be encouraged to volunteer at the school for at least 40 hours per year. The school will establish a family leadership council to ensure that families are valued and heard as essential stakeholders at Caliber.

**Our school community will be a family in which students take care of each other.** Students will be assigned to a mixed age “house.” These houses will provide a close community within the school where older students will mentor and support younger students. Students will provide support for and celebrate the achievements of other housemates during house meetings. Meals will be served family style and students will share responsibility for serving and cleanup.

**We will use peer tutoring to help students take responsibility for others and enhance their learning.** At Caliber, students will tutor, coach, and model for their peers in structured ways that give them a sense of responsibility and respect for others.

---

<sup>7</sup> See the Organization for Economic Cooperation and Development’s (OECD) report “21<sup>st</sup> Century Learning: Research, Innovation, and Policy”: <http://www.oecd.org/site/educeri21st/40554299.pdf>

<sup>8</sup> For a summary of this research to date, see <http://cell.uindy.edu/docs/PBL%20research%20summary.pdf>

<sup>9</sup> “Summer Learning Loss: The Problem and Some Solutions” by Harris Cooper ([http://www.education.com/reference/article/Ref\\_Summer\\_Learning\\_Loss/](http://www.education.com/reference/article/Ref_Summer_Learning_Loss/))

Older students will be trained to work with younger students and have the opportunity, once they have demonstrated competence in a subject, to be a peer tutor.

### III. Special Populations

Caliber's commitment to personalized, competency-based learning is especially relevant for special populations. By personalizing instruction for each student within the core curriculum, the school ensures that each student is progressing towards competency on a path that is supportive of his or her individual needs, strengths, and challenges.

The Special Populations section of our Educational Program describes in detail our full set of interventions targeted at each population. What follows are some of the ways that the Caliber model meets the needs of these students:

- **Academically Low Achieving Students:** Caliber will use a Response to Intervention (RtI) approach to ensure that students who are falling behind are quickly identified and supported. Our focus on frequent formative assessments is particularly conducive to this approach. Within the blended learning portion of the day, teachers will provide individual or small group instruction to low achieving students. Adaptive online curricula will also target core standards where these students require additional remediation. By using a variety of learning environments – whole group, small group, individual, online, peer supported, and project based whole – Caliber will provide low achieving students with a variety of ways to learn and to express their knowledge, which is a core element of Universal Design for Learning (See Special Populations section of the Educational Program for more information)<sup>10</sup>.
- **Academically High Achieving Students:** Caliber's blended learning model will provide students with an individual pathway across content areas that reaches beyond grade level standards for increased exposure to higher-level questions and assessments. Through the school's project-based learning curriculum and peer tutoring program, academically high achieving students will have the opportunity to demonstrate leadership and further their own mastery of concepts. Our computer programming curriculum will foster engagement of high achieving students. Students who are academically high performing often excel in the kind of objective, logical reasoning used in computer programming. This is particularly true for students on the autism spectrum<sup>11</sup>.
- **English Language Learners:** All Caliber teachers will receive professional development in teaching English Language Learners in their appropriate content

---

<sup>10</sup> Universal Design for Learning is a scientifically valid approach to ensuring that schools meet the needs of all learners, especially those with special needs, through an inclusive environment that provides multiple means of a) recognition b) action and expression and c) engagement. For a summary of the research supporting this approach, see <http://www.udlcenter.org/research/researchevidence>.

<sup>11</sup> For research on the talents of autistic children, see <http://www.scientificamerican.com/article.cfm?id=the-hidden-potential-of-autistic-kids>. The authors write, "The hidden potential of autistic people seems to fall in common areas—tasks that involve pattern recognition, logical reasoning and picking out irregularities in data or arguments."

areas, including the balanced literacy approach, a focus on vocabulary development, the most effective practices of SDAIE (specially designed academic instruction in English), as well as the opportunity to participate in Guided Language Acquisition Development (GLAD) training. Through Caliber’s blended learning model, ELL students will have frequent opportunities to work in small group and individualized sessions targeted to their specific needs. Students will also have access to online interventions such as READ 180. Understanding that ELL students are often at risk for reading problems, our literacy program encourages the quick and frequent response to formative assessments through guided reading and small group instruction.

- **Special Education Students.** We understand that special education students have unique needs – some require more behavioral support while others require support in executive functioning skills, organizational skills, or specific academic challenges. To understand the whole student, each student at Caliber will receive a home visit before matriculation, with extra time allotted for students who may need special education services. For special education students, a close relationship between the school and the family is especially important. These visits will help us identify students who have behavioral or interpersonal challenges early as well as any Adverse Childhood Experiences (ACEs)<sup>12</sup> that may have affected their experience. In school, Caliber will utilize the Toolbox Curriculum<sup>13</sup> as a means of helping students regulate their behavior and achieve more overall well-being.

Caliber will have qualified special education teachers who understand each student’s needs, can pull out or push in as necessary when students need additional support, and can help give generalist teachers tools to meet the needs of students with IEPs. Our classrooms will have a flexible, adaptive environment that aligns with principles of Universal Design for Learning, to ensure that special education students are in their least restrictive environment (see Special Populations section of the Educational program for more information). Caliber will use a Response to Intervention (RtI) approach to ensure students who are falling behind are quickly identified and supported. Our focus on frequent formative assessments is particularly conducive to this approach. Our personalized blended learning model and project-based learning curriculum provide students with a variety of ways to express their knowledge, which is a core element of Universal Design for Learning (See Special Populations section of the Educational Program for more information)<sup>14</sup>.

---

<sup>12</sup> Tough, Paul. *How Children Succeed*. New York: Houghton Mifflin Harcourt Publishing, 2012.

<sup>13</sup> For more information on the Toolbox curriculum, see <http://dovetaillearning.org/dovetail/toolbox/the-12-tools>

<sup>14</sup> Universal Design for Learning is a scientifically valid approach to ensuring that schools meet the needs of all learners, especially those with special needs, through an inclusive environment that provides multiple means of a) recognition b) action and expression and c) engagement. For a summary of the research supporting this approach, see <http://www.udlcenter.org/research/researchevidence>.

## IV. Founding Team

The founding team of Caliber Schools: K-8 Charter School has significant experience starting and running high performing schools and is confident that it can build a school that will deliver on its promise to prepare its students for competitive colleges and careers and to have a positive impact in their communities.

- **Experience starting and running high performing charter schools:** Five members of our team have started and run high performing schools with more than thirty years of collective experience doing so. We have held leadership positions at both the school and regional level within Knowledge is Power Program (KIPP), Aspire Public Schools, Lighthouse Academies, and the ARK network Academies (charter school equivalents) in the UK.
- **West Contra Costa community members:** Five members of our team live in Richmond and El Cerrito. We have representation from church and recreation leadership, as well as a recent graduate from El Cerrito High School. Four members of our founding team have children who will be in grades K-3 or 6 in 2014. We have gathered signatures from more than 350 families interested in sending their children to Caliber.
- **Experience with educational innovation.** Three members of our team have experience working with organizations leading the movement to integrate technology into the classroom: Education Elements, the NYC Innovation Zone, and School of One. Four members of our team have worked with school networks integrating technology into the classroom.
- **Experience working in school districts.** Two members of our team have held senior leadership positions in urban school districts.

The chart below summarizes the expertise of the founders. See Appendix ES-1 for biographies of the founding team. Appendix ES-2 provides a recent article from “The Economist” regarding the success of King Solomon Academy, co-founded by Ron Beller and Jennifer Moses.

<b>Founder</b>	<b>Educational Program</b>	<b>Educational Technology &amp; Innovation</b>	<b>Start up School Experience</b>	<b>Charter School Finance</b>	<b>Charter School Facilities</b>	<b>Governance and Law</b>	<b>Development/ Fundraising</b>	<b>School Administration / Operations</b>	<b>Community Outreach</b>
Allison Akhnoukh			X	X	X	X	X	X	
Matt Arciniega									X
Yasmin Barraza									X
Ron Beller		X	X	X	X	X	X	X	
Sam Humphrey	X		X					X	
Jennifer Moses		X	X	X	X	X	X	X	
Yanira Peregrina									X
Aaron Roy									X
Mahnaz Salvador									X
Kirsten Scheu	X	X							
Jonathan Skolnick	X	X	X					X	
Jeff Tsang	X	X	X					X	

## V. Community Outreach and Support

Members of the West Contra Costa community have demonstrated strong support for Caliber Schools: K-8 Charter. We conducted over 25 individual and small group meetings with community and parent leaders from across the district. We held four widely publicized community meetings to solicit input from families.

We have collected more than 350 petition signatures from parents who are meaningfully interested in enrolling their children at Caliber. We have specific plans for continued outreach as we progress through the school planning and start-up phases. See Appendix ES-3 and ES-4 for information regarding community meetings held thus far as well as a draft student recruitment plan. As described in the draft student recruitment plan, we plan to establish a family leadership council comprised of our most actively engaged parents who will help lead ongoing engagement and student recruitment efforts. These families will also play a leadership role in ensuring that the parents are valued and heard as essential stakeholders at Caliber.

In addition to strong support from families, we have received support from the leaders of a number of community organizations that share our commitment to providing

educational options that prepare students for competitive colleges, careers and communities. See Appendix ES-5 for letters of support from the following:

- Chamberlin Family Foundation
- A coalition of supervisors of local head start programs:
  - YMCA Children's Center
  - Balboa Children's Center
  - George Miller III Children's Center
- St. Mark's Church
- Youth Enrichment Strategies (YES)

Strong communication and substantive collaboration with families and the community will remain a hallmark of Caliber Schools: K-8 Charter. Working together, we will provide students with an education that equips them with the knowledge, character, and skills they will need to succeed in competitive colleges, careers, and communities.

## Element A: Description of the Educational Program

*Governing Law: A description of the school's educational program, designed, among other things, to identify those whom the 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. – California Education Code Section 47605(b)(5)(A)(i).*

### I. Mission and Core Components of Caliber Schools

Our mission is to provide students with a challenging, engaging, and personalized education that equips them with the knowledge, character, and skills they will need to succeed in competitive colleges, careers, and communities.

Our educational philosophy derives from lessons we have learned from high-performing urban schools and research<sup>15</sup> on effective practices that can raise student achievement. In addition, our dedication to personalization and our desire to deeply engage students in taking responsibility for their learning requires innovation in how we structure our learning environment. For more information on each of the concepts below, please see the section entitled “How Learning Best Occurs” below.

#### **Core Components of Caliber Schools**

1. **High Expectations.** We believe all children can succeed in college and in life if they are willing to put in the work and believe in themselves and if they develop essential character traits such as grit and perseverance.
2. **Personalized Learning.** Each student will have a personalized learning plan (PLP). We will teach core content through “blended learning” using adaptive educational software. Teachers will use data to personalize instruction. Students will take ownership of their learning.
3. **Continuous Improvement and Innovation.** Our school will be a laboratory for new ideas. We are committed to sharing with and learning from others.
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 writing. Students will work in teams

---

<sup>15</sup> Research citations are embedded throughout, but for a good summary of the characteristics of existing high performing urban schools, see: Carter, Samuel Casey. *No Excuses: Lessons from 21 high Performing, High-Poverty Schools*. The Heritage Foundation, 2000.

using a project-based learning (PBL) approach for science and social studies. The school day will be longer and the school calendar will be different.

6. **Supportive School Community with Rights and Responsibilities.** Our school community will be a family in which students take care of each other. We will use peer tutoring to help students take responsibility for others and demonstrate competence. We will partner with families. We cannot educate our students unless parents are informed, involved, and supportive.

## II. Target Population

### Whom The School is Intending to Educate

Caliber Schools: K-8 Charter will grow to serve students in grades kindergarten through eight from throughout the West Contra Costa Unified School District, with a particular focus on students residing in Richmond, El Cerrito and San Pablo. As mandated in Ed. Code § 47605(d)(2)(A)-(B), Caliber Schools: K-8 Charter will serve all families that submit an application for their children in corresponding grades up to our enrollment capacity. A public random drawing will be held should the number of applications received exceed the number of available spaces.

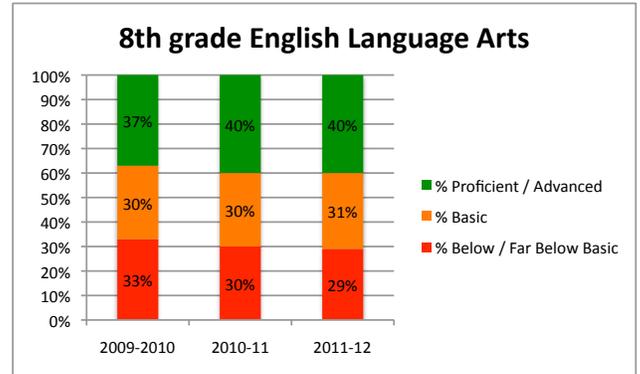
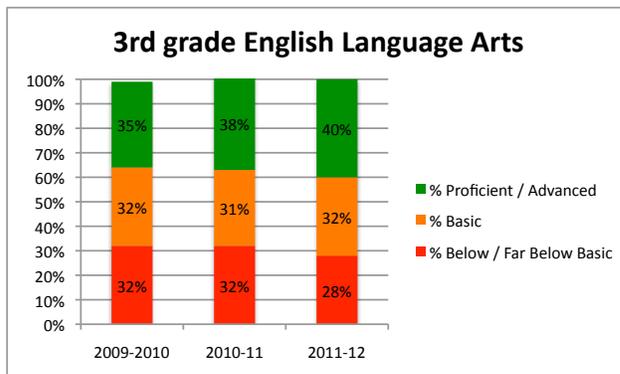
In the school’s first year, 2014-2015, we plan to enroll 90 students in Kindergarten and 45 students each in grades 1, 2, 3, and 6 for a total of 270 students. As a new school, we are aware of the possible challenges to enrolling fully the upper grades, which is why we have projected 45 students in each of these grade levels for year one. We will fill these cohorts over time to reach a full cohort of 90 students per grade. Caliber will reach its full enrollment in the school’s fifth year, 2018-19, with 810 students, as represented in the table below.

<b>CALIBER SCHOOLS: K-8 CHARTER PROJECTED ENROLLMENT</b>					
<b>Grade Level</b>	<b>Anticipated Enrollment Year 1 2014-15</b>	<b>Anticipated Enrollment Year 2 2015-16</b>	<b>Anticipated Enrollment Year 3 2016-17</b>	<b>Anticipated Enrollment Year 4 2017-2018</b>	<b>Anticipated Enrollment Year 5 2018-2019</b>
K	90	90	90	90	90
1	45	90	90	90	90
2	45	60	90	90	90
3	45	60	75	90	90
4		60	75	90	90
5			75	90	90
6	45	45	60	90	90
7		60	60	75	90
8			75	75	90
<b>Totals</b>	<b>270</b>	<b>465</b>	<b>690</b>	<b>780</b>	<b>810</b>

Caliber will seek to enroll a student population that mirrors the demographics of the public elementary and middle schools serving Richmond, El Cerrito and San Pablo. According to the California Department of Education, the 2011-2012 student body attending district elementary and middle schools in Richmond, El Cerrito and San Pablo was 80% Free/Reduced Lunch, 48% English Language Learners, 60% Latino and 20% African American<sup>16</sup>. Twelve percent of all K-8 students attending West Contra Costa schools were classified as Special Education students as of December 2012<sup>17</sup>.

**Need for the proposed school**

According to the 2012 STAR data, 60% of both 3<sup>rd</sup> and 8<sup>th</sup> grade students in WCCUSD are testing at the basic, below basic or far below basic level in English Language Arts<sup>18</sup>. As per the California Department of Education website, the basic level “represents limited performance. Students demonstrate a partial and rudimentary understanding of the knowledge and skills measured by this assessment, at this grade, in this content area.”<sup>19</sup> Developing strong literacy skills is critical to students’ future academic achievement. According to the National Research Council, “Academic success, as defined by high school graduation, can be predicted with reasonable accuracy by knowing someone’s reading skill at the end of 3<sup>rd</sup> grade. A person who is not at least a modestly skilled reader by that time is unlikely to graduate from high school.”<sup>20</sup>



According to the 2012 STAR data below, 40% of the 3<sup>rd</sup> grade students in WCCUSD are testing at the basic, below basic, or far below basic in Math. These results decline over time. By 8<sup>th</sup> grade, 86% of WCCUSD students are testing at the basic, below basic or far below basic in Algebra I (the Math exam taken by 81% of WCCUSD 8<sup>th</sup> graders).<sup>21</sup>

<sup>16</sup> <http://dq.cde.ca.gov/dataquest/>

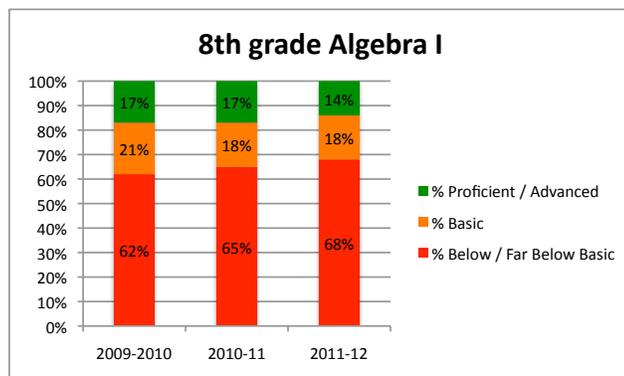
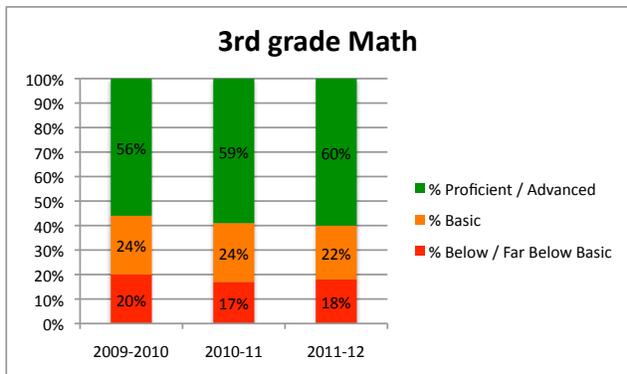
<sup>17</sup> <http://dq.cde.ca.gov/dataquest/>

<sup>18</sup> <http://dq.cde.ca.gov/dataquest/>

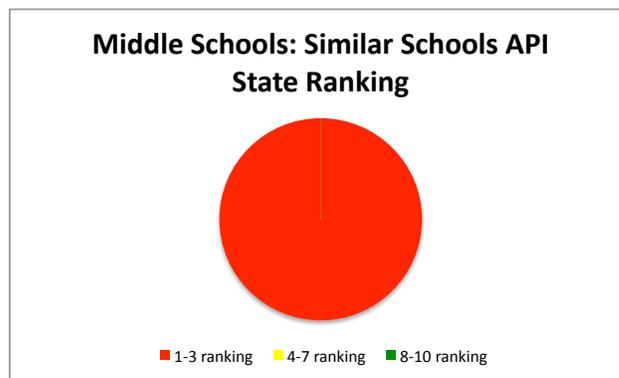
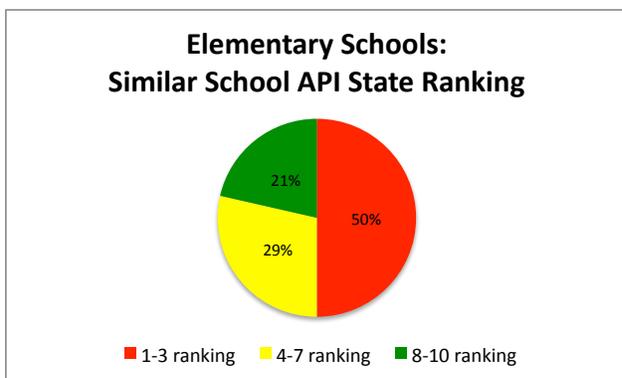
<sup>19</sup> [http://star.cde.ca.gov/star2012/help\\_scoreexplanations.aspx](http://star.cde.ca.gov/star2012/help_scoreexplanations.aspx)

<sup>20</sup> National Research Council (1998) <http://www.ed.gov/inits/americanreads/ReadDiff>

<sup>21</sup> <http://star.cde.ca.gov/>



All schools in California are ranked compared to 100 other schools with similar demographic characteristics, educational challenges and opportunities. Schools are then ranked into deciles receiving a 1 (low) – 10 (high). According to the 2011 Academic Performance Index (API) state ranking, 50% (14 out of 28) of all WCCUSD elementary schools in Richmond, San Pablo and El Cerrito fall in the lowest three deciles as compared to similar schools across the state. According to the 2011 API state ranking, 100% (3 out of 3) of middle schools fall in the lowest three deciles as compared to similar schools across the state.<sup>22</sup>



<sup>22</sup> <http://dq.cde.ca.gov/dataquest/>. 2011 results. Similar Schools rankings for 2012 have not yet been released.

The table below summarizes the demographic characteristics and Academic Performance Index results for the WCCUSD elementary and middle schools located in Richmond, San Pablo and El Cerrito.

School	City	Enrollment (2011-2012)								2012 API	2011 API Ranking (out of 10)	
		Total	EL	FRL	Latino	African American	Asian	White	Other		State	Similar Schools
<b>Elementary Schools</b>												
Bayview Elementary	San Pablo	629	63%	94%	66%	19%	9%	2%	5%	679	1	1
Cesar E. Chavez Elementary	Richmond	673	67%	96%	89%	7%	2%	2%	0%	724	1	3
Dover Elementary	San Pablo	706	75%	94%	86%	5%	5%	2%	1%	711	1	2
Edward M. Downer Elementary	San Pablo	660	78%	88%	90%	4%	4%	1%	1%	689	1	1
Grant Elementary	Richmond	605	74%	100%	89%	6%	4%	1%	0%	703	1	2
King Elementary	Richmond	465	48%	94%	56%	37%	4%	2%	2%	636	1	1
Lake Elementary	San Pablo	404	64%	94%	74%	13%	5%	2%	6%	692	1	1
Lincoln Elementary	Richmond	435	70%	100%	77%	18%	2%	2%	2%	702	1	4
Nystrom Elementary	Richmond	429	55%	90%	71%	25%	1%	0%	3%	686	1	2
Stege Elementary	Richmond	344	21%	88%	22%	65%	9%	2%	2%	622	1	1
Verde Elementary	Richmond	318	64%	92%	70%	25%	3%	1%	0%	628	1	3
Ford Elementary	Richmond	393	62%	100%	85%	6%	4%	2%	4%	760	2	3
Mira Vista Elementary	Richmond	558	26%	57%	35%	25%	11%	22%	6%	722	2	2
Tara Hills Elementary	San Pablo	549	40%	71%	45%	20%	11%	14%	9%	765	2	2
Murphy Elementary	Richmond	478	31%	58%	37%	24%	13%	18%	8%	755	3	4
Wilson Elementary	Richmond	548	53%	81%	62%	18%	13%	5%	2%	778	3	4
Montalvin Manor Elementary	San Pablo	420	51%	89%	71%	14%	9%	2%	4%	820	4	8
Sheldon Elementary	Richmond	415	30%	66%	30%	30%	15%	20%	5%	805	4	7
Washington Elementary	Richmond	437	39%	69%	57%	26%	2%	14%	1%	798	4	6
Fairmont Elementary	El Cerrito	555	42%	70%	41%	20%	23%	11%	5%	794	5	5
Harding Elementary	El Cerrito	365	19%	41%	26%	20%	15%	35%	4%	816	5	4
Riverside Elementary	San Pablo	402	51%	88%	62%	17%	8%	7%	6%	782	5	8
Coronado Elementary	Richmond	451	50%	92%	59%	34%	3%	2%	2%	807	6	10
Peres Elementary	Richmond	511	63%	98%	75%	20%	3%	1%	1%	808	6	10
Highland Elementary	Richmond	476	49%	86%	57%	24%	11%	4%	5%	843	7	9
Valley View Elementary	Richmond	345	12%	35%	16%	18%	22%	37%	6%	843	7	3
Olinda Elementary	Richmond	306	25%	30%	30%	15%	25%	21%	9%	882	8	6
Madera Elementary	El Cerrito	525	17%	19%	17%	12%	28%	38%	5%	928	10	10
<b>Middle Schools</b>												
Lovonya Dejean Middle	Richmond	635	36%	86%	62%	30%	5%	2%	2%	599	1	1
Helms Middle	San Pablo	905	43%	91%	82%	10%	3%	2%	3%	671	1	1
Portola Junior High	El Cerrito	466	20%	63%	33%	26%	21%	16%	4%	734	2	1
	<b>Total</b>	<b>15,408</b>	<b>48%</b>	<b>80%</b>	<b>60%</b>	<b>19%</b>	<b>9%</b>	<b>8%</b>	<b>4%</b>			

These results demonstrate that a significant majority of students attending public school in Richmond, San Pablo, and El Cerrito are unlikely to be able to gain entrance into or succeed in a competitive college. We believe that all children, regardless of the circumstances into which they are born, deserve the opportunity to receive a rigorous, college-preparatory public education that equips them to pursue whatever professional paths they choose. WCCUSD's mission is to "provide the highest quality education to enable all students to make positive life choices, strengthen our community, and successfully participate in a diverse and global society"<sup>23</sup>. We believe that in order to achieve this mission, WCCUSD needs more high quality public school options. Caliber will provide a rigorous education that prepares students to succeed in competitive colleges, careers, and communities.

<sup>23</sup> <http://www.wccusd.net/page/5>

### **How We Will Meet the Needs of Our Target Population**

The needs of Caliber’s target population are great. As evidenced by the data above, we believe that current public education options are not meeting the needs of all students in West Contra Costa. The needs of our target population span beyond the academic realm. The very real presence of violence in many parts of the community means that social, emotional, and character development must be an integral part of our students’ education in order for them to be successful both academically and personally. We also know that many students are choosing to disengage from their education at a very early age, as evidenced by high discipline and suspension rates at many WCCUSD elementary and middle schools. This indicates a need for truly relevant coursework that engages students in the moment while providing them with tangible skills that they can use to find a job in the future.

Knowing these challenges, we have designed Caliber to provide personalized instruction for each student, with a focus on character development and relevant skills that will enable students to succeed in today’s economy. We will hold high expectations for all of our students academically and yet we know that our students will enter at a varied range of academic abilities and progress at different rates. Through a blended learning and workshop model of instruction, students will be met at their level and guided towards competency with more personalized instructional supports. The personalized learning plan (PLP) – updated frequently in a one-on-one conference a teacher – is at the heart of our model, and will ensure that students are truly progressing towards competency and beyond.

We know that our students, particularly at the youngest ages, need to be explicitly taught and given opportunities to practice following the rules, respectfully interacting with adults and their peers, and managing emotions and resolving conflict appropriately. Regular school-wide assemblies, class meetings, family-style meals and direct instruction in rules and tools will enable our students to develop these socio-emotional skills. Character development is built into the Personalized Learning Plan, and the frequent conferences each student has with his or her teacher will enable students to reflect on their participation in the class and school community and learn and grow from their mistakes and successes.

### **III. What It Means to be an Educated Person in the 21st Century**

Educated citizens in the 21st century are able to use their knowledge and skills to understand and improve both society and themselves. This ability requires that students achieve the competencies described below, in order to become self-motivated, competent, and lifelong learners who are prepared for competitive colleges, careers, and communities:

California’s adoption of the Common Core State Standards (CCSS), which were designed to scaffold learning toward college and career readiness starting in Kindergarten, thus provides an excellent framework for understanding what content and skills students need to succeed. The authors of the CCSS have worked with colleges and the business community to determine where students need to be for literacy (in fiction, non-fiction,

science, and social studies) and math at each grade level in order to ensure readiness for college after high school. The more general summary of student competencies below is adapted from the CCSS website<sup>24</sup>.

In addition to the CCSS, we also believe that students need certain other “21<sup>st</sup> century skills,” such as flexibility and self-direction, to succeed in competitive careers and become self-motivated, competent and lifelong learners. Those skills listed below are from the Framework for 21<sup>st</sup> Century Learning.<sup>25</sup> Finally, to provide students with tangible skills in a particular sector, we offer computer programming as a way to introduce students early on to a career path that is in high demand, particularly in the Bay Area.

### **College and Career Readiness**

Students who are college and career ready:

- **Demonstrate independence.** In the 21<sup>st</sup> century, students will need to be savvy consumers and producers of information, and this work of comprehending, analyzing, synthesizing, applying, and communicating information requires independent judgment. Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.
  - **Assessment:** Student performance on ELA, social studies, and science interim and summative exams and projects; teacher observations of student behavior.
- **Build strong content knowledge.** Although we live in a world in which content knowledge seems readily available online, students need to establish a base of knowledge that they can access immediately in order to solve problems, engage in discussions, and have reference points to help with comprehension of more difficult content. Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

---

<sup>24</sup> <http://www.corestandards.org/>

<sup>25</sup> <http://www.p21.org/overview/skills-framework>. See Appendix A-9 for more information.

- **Assessment:** Student performance on interim and summative exams and projects assessing mastery of content standards in ELA, math, social studies, science, and computer programming (for older students).
- **Respond to the varying demands of audience, task, purpose, and discipline.** Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).
  - **Assessment:** Student performance on ELA interim and summative exams and projects, particularly writing, and secondarily through performance on social studies, science, and math interim and summative assessments, where appropriate.
- **Comprehend as well as critique.** Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.
  - **Assessment:** Student performance on interim and summative exams and projects in ELA and social studies, particularly through the written form.
- **Value evidence.** Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.
  - **Assessment:** Student performance on interim and summative exams and projects in all subject areas.
- **Use technology and digital media strategically and capably.** Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.
  - **Assessment:** Primarily through student performance on interim and summative projects in computer programming, social studies, and science, and secondarily through ELA and math tasks.

- **Understand other perspectives and cultures.** Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.
  - **Assessment:** Student performance on social studies projects as well as written responses to fiction and non-fiction texts in ELA.
  
- **Make sense of problems and persevere in solving them.** When presented with a problem, students start by explaining to themselves the meaning of the problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.
  - **Assessment:** Primarily through student performance on interim and summative assessments in mathematics, as well as through computer programming and science projects, and secondarily through social studies projects.
  
- **Reason abstractly and quantitatively.** Educated citizens in the 21<sup>st</sup> century need to make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.
  - **Assessment:** Primarily through interim and summative exams in mathematics.
  
- **Construct viable arguments and critique the reasoning of others.** Students understand and use stated assumptions, definitions, and previously established

results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

- **Assessment:** Primarily through student performance on interim and summative math assessments as well as computer programming projects.
- **Model with mathematics.** Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.
  - **Assessment:** Student performance on interim and summative mathematics exams.
- **Use appropriate tools strategically.** Students can consider the available tools when solving a problem. These tools might include pencil and paper, concrete models, a ruler, a calculator, productivity or content creation software such as PowerPoint, Word, Excel, iMovie, or a spreadsheet. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.
  - **Assessment:** Primarily through student performance on projects in science, social studies, and computer programming.

- **Attend to precision.** Proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, for example, by using the equal sign consistently and appropriately, or by using a consistent method and template for all lab experiments and reports. In math and science, they are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other.
  - **Assessment:** Student performance on interim and summative assessments in mathematics as well as student performance on science and computer programming projects.
- **Look for and make use of patterns and structure.** Well-educated students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. They may conduct experiments and notice that the experimental group all exhibited the same phenomena (e.g. all the plants who received more sunlight grew faster). They may examine historical events and notice similar patterns in governmental structures, the causes of conflict, and the characteristics of wealthy societies.
  - **Assessment:** Student performance on science and social studies projects as well as performance on relevant standards in mathematics and ELA (for example, sentence structure, poetry structure, etc.).

The following abilities come from the Framework for 21<sup>st</sup> Century Learning.

- **Adapt to change.** Students can adapt to varied roles, job responsibilities, schedules, and context. They can work effectively in a climate of ambiguity and changing priorities. They can *be flexible*, by incorporating feedback effectively, dealing positively with praise, setbacks and criticism. They can understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments.
  - **Assessment:** Student performance on projects in social studies, science, and computer programming.
- **Manage goals and time.** Students can set goals with tangible and intangible success criteria. They can balance tactical (short-term) and strategic (long-term) goals. They can utilize time and manage workload efficiently.

- **Assessment:** Student performance on projects in social studies, science, and computer programming, as well as student participation in one-on-one coaching.
- **Work independently.** Students can monitor, define, prioritize, and complete tasks without direct oversight.
  - **Assessment:** Teacher observation of student performance while working independently during personalized blended learning time.
- **Be self-directed learners.** Students can go beyond basic mastery of skills and/or curriculum to explore and expand their own learning and opportunities to gain expertise. They can demonstrate initiative to advance skill levels towards a professional level. They can demonstrate commitment to learning as a lifelong process. They can reflect critically on past experiences in order to inform future progress.
  - **Assessment:** Teacher observation of student performance while working independently during personalized blended learning time, as well as performance during project-based learning
- **Interact effectively with others.** Students know when it is appropriate to listen and when to speak. They conduct themselves in a respectable, professional manner.
  - **Assessment:** Student performance on projects in social studies, science, and computer programming, as well as teacher observations during class time, lunch time, etc.
- **Work effectively in diverse teams.** Students respect cultural differences and work effectively with people from a range of social and cultural backgrounds. They respond open-mindedly to different ideas and values. They leverage social and cultural differences to create new ideas and increase both innovation and quality of work.
  - **Assessment:** Student performance on projects in social studies, science, and computer programming.
- **Manage projects:** Students set and meet goals, even in the face of obstacles and competing pressure. They prioritize, plan and manage work to achieve the intended result.
  - **Assessment:** Student performance on projects in social studies, science, and computer programming.
- **Produce results:** Students demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically

- Manage time and projects effectively
- Multi-task
- Participate actively as well as be reliable and punctual
- Present oneself professionally and with proper etiquette
- Collaborate and cooperate effectively with teams
- Respect and appreciate team diversity
- Be accountable for results
  - **Assessment:** Student performance on projects in social studies, science, and computer programming, as well as general participation such as attendance, questioning, etc. during class.
- **Guide and lead others.** Students can use interpersonal and problem-solving skills to influence and guide others toward a goal. They can leverage strengths of others to accomplish a common goal. They can inspire others to reach their very best via example and selflessness. They demonstrate integrity and ethical behavior in using influence and power.
  - **Assessment:** Student performance on projects in social studies, science, and computer programming. For older students, peer tutoring performance.
- **Be responsible to others.** They can act responsibly with the interests of the larger community in mind
  - **Assessment:** Student performance during projects as well as teacher observations of classroom behavior and behavior during peer tutoring (for older students), whole-group meetings, lunch, extended day, etc.

## IV. How Learning Best Occurs

The set of learning goals from the section above is ambitious. In order to achieve them, Caliber will implement a set of core components that summarizes our view of how learning best occurs. The set of components results in a unique Caliber learning model that will equip students with the necessary content and skills to become self-motivated, competent, and lifelong learners.

### 1. High Expectations

**We believe all children can succeed in college and in life** if they are willing to put in the work and believe in themselves. Our curriculum will be rigorous and college preparatory. There is a substantial body of research that shows that high expectations<sup>26</sup>

<sup>26</sup> See Education Partnerships, Inc.: <http://gearup.ous.edu/sites/default/files/Research-Briefs/ResearchBriefHighExpectations.pdf> as well as The Power of High Expectations: Closing the Gap in Your Classroom, from Teach for America's Teaching as Leadership: [http://teachingasleadership.org/sites/default/files/Related-Readings/DCA\\_Ch2\\_2011.pdf](http://teachingasleadership.org/sites/default/files/Related-Readings/DCA_Ch2_2011.pdf)

and a growth mindset<sup>27</sup> can positively affect student performance. Our program will be built around this belief.

**We also believe that character is critical to student success** and will interweave a character curriculum into our academic program. We will expect and support students to behave appropriately and develop essential character traits such as grit and perseverance that they will need to succeed in college and in life. Some of the ways that we build personal strength at Caliber include:

- **Frequent house meetings** where we discuss specific character traits and offer testimonials of strengths in action.
- **Using the Toolbox curriculum<sup>28</sup> in early years, with additional revisits in subsequent years**, to teach students a set of 12 personal tools that they can use to improve their interpersonal relationships and overall sense of inner strength and well-being. These tools are: breathing; quiet/safe space; listening; empathy; personal space; using our words; garbage can (i.e. don't sweat the small stuff); taking time; please-and-thank-you; apology and forgiveness; patience; and courage.
- **A “personal strengths” section on our report card**, where teachers write about student character strengths in the following areas<sup>29</sup>:
  - Zest: approaching life with excitement and energy; feeling alive and activated
  - Grit: finishing what one starts; completing something despite obstacles; a combination of persistence and resilience
  - Gratitude: being aware of and thankful for the good things that happen and the good relationships that are ongoing
  - Self-Control: regulating what one feels and does; being self-disciplined
  - Social Intelligence: being aware of motives and feelings of other people and oneself
  - Curiosity: taking an interest in experience for its own sake; finding things fascinating

## 2. Personalized Learning

**Each student will have a personalized learning plan (PLP).** This plan will show information about a student's background, his or her current achievement levels and pace, as well as his or her learning goals and strategies. In this way, students will know where they need to speed up or get help. See Appendix A-3 for an example of a PLP. We

---

<sup>27</sup> For more on the growth mindset, see “Mindset” by Carol Dweck: <http://mindsetonline.com/>

<sup>28</sup> For more information on the Toolbox curriculum, see <http://dovetaillearning.org/dovetail/toolbox/the-12-tools>

<sup>29</sup> Derived from the KIPP Character Strengths: <http://www.kipp.org/our-approach/strengths-and-behaviors>

will offer one-on-one coaching so that students can update their learning plans and gain increased independence in managing their time and work.

**We will teach core content through “blended learning.”** Students will learn core Math and ELA content through a combination of whole group, small group, one-on-one, and customized independent learning. Approximately 30% of a student’s time during this portion of the day will be spent with adaptive online curricula. Our adaptive online programs will engage students at or above their skill level (their “zone of proximal development”<sup>30</sup>) and provide regular feedback regarding his or her gaps in knowledge. Some benefits of online curricula are:

- a. Repetition: Students can repeat lessons as needed without the teacher having to re-teach an entire class. For example, in a Khan Academy video, students can rewind and re-watch the video multiple times, if needed.
- b. Adaptivity: Many online software programs will adjust the problems that a student sees based on whether they just answered correctly or incorrectly. The pathway through the curriculum is thus customized to each student’s needs.
- c. Failure is motivational: Many online software programs use game design to ensure that students stay motivated. Thus, students who are struggling get encouragement to improve rather than feeling like they have failed simply because they are moving at a slower pace.

**Teachers will use data to personalize instruction.** Teachers will use daily student progress data, generated through online programs and their own teaching, to inform the scheduling and composition of small-group tutorials<sup>31</sup>. In addition, they will use interim assessments and other formative assessments such as MAP and DRA to determine when students have reached competence in a given area. Students and teachers will discuss this evidence during individual coaching sessions.

Our staff will be focused on helping our students achieve competence in each subject area. Teachers cannot just cover material, they must make sure their students understand and eventually master the material. This reflection on student performance is critical to our model. As Paul Bambrick-Santoyo writes in his book Leverage Leadership, “Effective instruction is not about whether we taught it. It’s about whether the students learned it” (p. 23). According to Leverage Leadership, there are four steps to creating a data-driven instructional model: assessment, analysis, action and systems creation.<sup>32</sup>

---

<sup>30</sup>See “Personal Learning Environments and the Revolution of Vygotsky’s Zones of Proximal Development” by Ismael Pena-Lopez: <http://ictlogy.net/20120831-personal-learning-environments-and-the-revolution-of-vygotskys-zone-of-proximal-development/>

<sup>31</sup> The positive benefits of one-on-one tutoring and mastery learning are summarized in the influential Benjamin Bloom study, “The Two Sigma Problem: The Search for Methods of Group Instruction as Effective as 1:1 Tutoring” (Bloom 1984). <http://www.comp.dit.ie/dgordon/Courses/ILT/ILT0004/TheTwoSigmaProblem.pdf>

<sup>32</sup> For an overview of the research supporting this approach, please see “Using Student Achievement Data to Support Instructional Decision Making”, from the What Works Clearinghouse. [http://ies.ed.gov/ncee/wwc/pdf/practice\\_guides/dddm\\_pg\\_092909.pdf](http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

## Assessment

At Caliber, we will not assume that students have gained competency in any particular area until we see evidence. We will gather evidence daily (through mastery quizzes, teacher questioning and conference, as well as through assessments embedded in online programs), weekly or biweekly (through unit tests) and approximately every 6 weeks (interim assessments). Our assessments will serve as opportunities for students to show evidence that they have achieved competence. Our curriculum will start from grade-level standards but the real work happens when we ask what the evidence of meeting such standards will look like. We will use a combination of daily assessments to determine mastery of individual skills, as well as interim assessments and projects to determine whether this competence has been retained as well as whether it can be applied to novel situations that require the application of multiple skills to solve more complex problems. In general, a score of 80% *for the questions pertaining to a specific learning objective* indicates competence in that objective, but this can change depending on the learning objective in question.

## Analysis and Action

Once teachers collect evidence, they will analyze it for patterns and take action to improve. Teachers will analyze four different types of evidence: in-the-moment, daily, weekly, and interim assessments, and each serves a particular purpose.

Type of Evidence	When is it analyzed?	What steps might be taken?
<b>Just-in-time.</b> (For example, when a teacher is questioning the class or a particular student)	In-the-moment. The teacher can use evidence from a few selected students as a proxy for the whole class' understanding and adjust the lesson. This type of analysis is faster but less personalized, because the students the teacher selects are not fully representative of each student's understanding.	The teacher can adjust the lesson on-the-spot, by spending more or less time on a topic, by quickly changing a grouping, or by deciding to coach a student individually.
<b>Daily.</b> (For example, through the reports from an online learning provider, such as Khan Academy, through homework, or through digital exit slips)	Daily (the teacher may analyze this evidence during prep periods)	The teacher may use this evidence to adjust the next day's instruction. Daily evidence can affect groupings, pacing, content, or some mix of all three.

<b>Weekly.</b> (For example, through weekly quizzes)	During Wednesday prep time, during prep periods, or outside the school day	The teacher may use this evidence to check off competence on the personalized learning plan and to inform frequent one-on-one meetings with each student; the teacher may adjust unit planning and weekly groupings; the teacher may use this to reflect on and improve individual lesson planning
<b>Interim</b> (For example, through longer-term projects, formative assessments that test retention, etc.)	During Wednesday prep time; during teacher retreats or on “data days”	The teacher will use this to get a big-picture trajectory of whether the class is on track; to help students set longer-term goals; to review the efficacy of projects; to determine longer-term retention versus short-term retention

Systems

There are several systems that Caliber will put in place to ensure continual data-driven improvement:

- **Common and Aligned Assessments:** Classes teaching the same standards will use the same assessments. Bambrick-Santoyo writes about Mike Mann, a School Leader who explained, “Measuring outcomes is only useful if you know what the target should be. If the target is different in each classroom, then we have no way to know how students are doing across the cohort relatively to each other. The students are stuck with varying degrees of rigor depending on which teacher they have. That’s not fair to our students.” Assessments must also be aligned to each other so that students have one set of learning objectives rather than multiple redundant or contradictory objectives. For Caliber, one of the benefits of starting in the 2014-15 school year is that we will be able to align our assessments to the Common Core State Standards. That means that our unit tests will align to the end of year tests, which will align to the Common Core State Standards. In addition, our teachers will create the assessment for each unit before that unit begins, such that the curriculum is aligned to the assessment. Therefore teachers will know what curriculum needs to be taught to ensure students are successful.
- **Common Time to Analyze Assessments:** Teachers at Caliber will engage in planning time each Wednesday when they can examine student evidence of learning and compare it to what was taught in order to make adjustments. In

addition, the school will engage in a common calendar of interim assessments so that all staff members understand that learning, not teaching, is the primary goal at Caliber. By creating common schedules around collecting and analyzing evidence of student learning, we will build a culture focused on using evidence, rather than intuitions, to guide the continuous improvement of our teaching practices and our student performance.

- **Common Tools and Processes for Data Analysis:** Caliber will use a common tool for analyzing data. At this time, we plan to use Illuminate as our Student Information System and MasteryConnect as our performance tracker<sup>33</sup>, though both choices are subject to change based on additional evidence and experience. In addition, teachers will use a common process for analyzing data.

**Students will take ownership of their learning**<sup>34</sup>. We believe that students should be engaged in designing their learning experience. Students at Caliber will take ownership of their personalized learning plans via frequent one-on-one coaching sessions with teachers, where they will set goals and strategies. Over time we will teach students how to work independently with significant choice about when, how, where, and with whom they work.

### 3. Continuous Improvement and Innovation.

**Our school will be a laboratory for new ideas.** We will continually evaluate the approaches and programs we are using to critically assess what is working and what is not and to look for opportunities to improve. We will also continually look for new approaches (both online and offline) that can improve the educational experience for our students and the professional experience for our teachers. We will be a data driven school. As we try new approaches, we will closely evaluate their effectiveness and focus on what works. The School Leader and Assistant Principal, with input from the entire staff, will engage in quarterly reflections to plan new pilots and assess what is working and what requires improvement.

**We are committed to sharing with and learning from others.** We believe that educational outcomes for all students will only improve through the sharing of best practices. We plan to share our program with other schools in West Contra Costa and beyond. Our doors will always be open for educators to visit our classrooms and critique our model. Similarly, we plan to learn from best practices locally and nationally. We look forward to the feedback and collaboration with other WCCUSD schools and with other schools in the Bay Area and around the country.

### 4. Exceptional Teaching and Instructional Leadership

---

<sup>33</sup> MasteryConnect is well-aligned with our focus on personalization and mastery-based learning. The software allows the user to discover formative assessments aligned to the Common Core and to grade by standard.

<sup>34</sup> See "Developing Responsible and Autonomous Learners: A Key to Motivating Students" by Barbara McCombs, Ph.D.: <http://www.apa.org/education/k12/learners.aspx?item=1>

**Our school leader will be an instructional leader** responsible for improving the quality of our teaching. The primary role of our school leader will be to support and develop teachers. S/he will provide real time feedback to teachers through frequent observations and coaching sessions. The school leader’s role will be practical and focused on low-stakes feedback cycles that directly impact classroom instruction.<sup>35</sup>

**We will recruit and develop great teachers.** We will seek staff with demonstrated leadership qualities in prior roles, expertise in their content areas, experience working with students from underserved communities, and the belief that all our children can get to and through college. Our teachers will also need to be flexible and data driven.

**Our teachers will be part of a collaborative professional learning community.** Teachers will spend one half-day per week working collaboratively to plan instruction and improve their performance. Teachers will work in grade level and house teams to plan curricula, visit each other’s classrooms, and model sample lessons. By 2<sup>nd</sup> grade, teachers will work with at least one other teacher in the classroom. By 4<sup>th</sup> grade, all classes will be team-taught.

See our staffing plan later in this section, which incorporates several opportunities for teachers to work collaboratively and plan together. In addition, our students will engage in frequent reflection sessions with teachers in order to discuss their performance and update their personal learning plans. They will also engage in frequent one-on-one conferencing during blended learning workshops, and teachers often end workshop blocks by asking students to reflect on their performance.

**We will provide opportunities for career advancement.** Our differentiated staffing model will provide teachers with opportunities to advance. Associate teachers will work alongside senior teachers, who will provide mentorship and peer development. Each grade level will be led by a grade level chair, who facilitates grade level planning and supports the development of senior and associate teachers on their team.

## 5. Rigorous and Relevant Curriculum

**Students will be offered a challenging, Common Core-aligned curriculum** in English language arts (ELA), math, social studies and science. Our grading system will be standards-based, meaning that students and parents will be able to see student progress against specific standards. We do not assume that just because a topic was taught, it was learned. We will give students multiple opportunities to demonstrate competence.

**Computer programming will be our “second language”.** We want our students prepared for challenging careers in STEM (Science, Technology, Engineering, and Math). All students will study computer programming. In the early years (grades K-1), our

---

<sup>35</sup> Sarah Archibald Ph.D. et al. “High Quality Professional Development for All Teachers” National Comprehensive Center for Teacher Quality, February 2011.

focus will be on logic and rule-based thinking. As students progress they will write computer code, make their own games and apps and programs and participate in individual and group design projects.

**We will have an intense focus on writing.** We will have a daily writing block for all grade levels and will embed writing and speaking instruction throughout the curriculum. Children will be taught to argue persuasively in writing and in speech for their point of view. In particular, our ELL students will receive special support throughout the day in achieving writing and speaking proficiency, using push-in and pull-out groups and additional support as needed.

To ensure that students have the literacy skills to achieve this level of rigor, we will focus on providing more time and more personalization for literacy instruction.

More Time for Literacy Instruction

<b><u>Grades</u></b>	<b><u>Daily Literacy Instruction Time</u></b>
<b>K and 1</b>	120 minutes for reading instruction and/or independent reading; 45 minutes for writing; plus homework
<b>2 and 3</b>	105 minutes for reading instruction and/or independent reading; 60 minutes for writing; plus homework
<b>4 through 8</b>	45 minutes for reading instruction or independent reading; 60 minutes for writing/communication; plus independent learning time; plus homework

In grades K-1, students will have 120 minutes of reading instruction or independent reading time and 45 minutes of writing instruction every day for a total of 165 minutes per day of explicit literacy instruction.

In grades 2-3, students will have 165 minutes of explicit literacy instruction each day. This will be comprised of approximately 105 minutes of reading instruction or independent reading time and 60 minutes of writing instruction every day. This dedicated time for writing will be used to ensure that students not only spend time writing, but also spend time talking about and sharing their writing, which itself is a form of communication.

In grades 4-8, students will have approximately 105 minutes of explicit literacy instruction per day. Students will engage in a 45-minute independent reading or literature analysis seminar each morning. Based on what students have read or what students have discussed in the seminar or independent reading time, students will have 60 minutes of communication instruction, including but not limited to writing. At this

point, reading and writing tasks will be deeply embedded into the project-based learning courses that students take for two hours each afternoon.

#### More Personalized Literacy Instruction

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

The same will be true for our approach to writing instruction. We will keep whole-class instruction to a minimum so that students have time to practice writing while teachers can conference individually or in small groups with students. This individual and small group time will enable the teacher to give targeted, personalized feedback that would not be possible using a whole-class approach.

#### Writing Throughout the Curriculum

Reading and writing will be embedded in all subject areas. Our own beliefs about effective literacy instruction, as well as the adoption of the Common Core State Standards, will make literacy throughout the curriculum essential in the Caliber learning experience. Our projects will require the application of foundational literacy skills to solve more complex problems in a team setting. For example, a project that focuses on studying immigration will require students to communicate in a variety of media, using some of the same techniques that they are being taught explicitly during literacy blocks. So, students who are learning about how to change time periods and tenses in their writing during their literacy block may have to employ this technique as part of their immigration project, perhaps by writing a memoir from the perspective of an immigrant.

In addition, students will be asked to use writing and speaking as a way to reflect on the learning process more generally. Each project will include an opening reflection and a closing reflection in which students will discuss the successes and challenges of the learning experience. In addition, during frequent one-on-one coaching sessions, students will write down their goals and strategies for the week. Other opportunities to practice speaking occur at whole-school or “house” meetings, where students will offer testimonials on the character of their peers, and at breakfast, where students begin the day by discussing a shared table question.

**Students will work in teams using a project-based learning (PBL) approach for science and social studies.** Using hands-on science labs or social science

investigations, students will start with a deep problem and learn relevant information they need to solve the problem or complete the investigation rather than learning without understanding the context or relevance of the subject matter.<sup>36</sup> Research shows the positive effects of a PBL approach.<sup>37</sup>

We want our students to achieve at or above grade level on all standardized tests, but we see that as a means, not an end, to the higher purpose of education. For our students to be successful in college and careers, they will need to solve and communicate their solutions to novel, real-life problems using a combination of critical thinking, collaboration, and creativity. As Daniel Pink writes, “We are preparing students for jobs that don’t yet exist, using technologies that haven’t yet been invented, to solve problems we haven’t yet encountered.”

We will achieve this through a project-based learning approach for science and social studies (and the interdisciplinary space between them). All projects will be aligned to the Common Core State Standards and will require the team-based application of foundational skills learned in literacy and math blocks. Through their work, students will demonstrate competency in performance tasks that they will need for future success. We focus on depth over breadth so students will learn a small number of skills or subjects deeply and can then apply this approach to learning to other skills or subjects.

**The school day will be longer and the school calendar will be different.** Students will be in school from approximately 8:00 a.m. – 5:00 p.m. every day except Wednesday, when school will end early for staff planning and collaboration. Instead of taking a long summer break – which research<sup>38</sup> shows leads to significant learning loss – Caliber will take a shorter summer break and a longer winter break between Thanksgiving and the New Year. Other holidays will be aligned with the WCCUSD school calendar. Caliber will offer an optional winter break camp during the first three weeks in December for families who would prefer that their children are in school during this time. See Appendix A-11 for the draft 2014-2015 school calendar.

## 6. Supportive School Community with Rights and Responsibilities

**We will partner with families. We cannot educate our students unless parents are informed, involved and supportive.** Teachers, parents, and students must work together as partners. Caregivers will always be welcome at the school and will be encouraged to volunteer at the school for at least 40 hours per year. The school will

---

<sup>36</sup> See also the Organization for Economic Cooperation and Development’s (OECD) report

“21<sup>st</sup> Century Learning: Research, Innovation, and Policy”: <http://www.oecd.org/site/educeri21st/40554299.pdf>

<sup>37</sup> For a summary of this research to date, see <http://cell.uindy.edu/docs/PBL%20research%20summary.pdf>

<sup>38</sup> “Summer Learning Loss: The Problem and Some Solutions” by Harris Cooper  
([http://www.education.com/reference/article/Ref\\_Summer\\_Learning\\_Loss/](http://www.education.com/reference/article/Ref_Summer_Learning_Loss/))

establish a family leadership council to ensure that families are valued and heard as essential stakeholders at Caliber.

**Our school community will be a family in which students take care of each other.** Students will be assigned to a mixed age “house.” These houses will provide a close community within the school where older students will mentor and support younger students. Students will provide support for and celebrate the achievements of other housemates during house meetings. Meals will be served family style and students will share responsibility for serving and cleanup.

**We will use peer tutoring to help students take responsibility for others and enhance their learning.** At Caliber, students will tutor, coach, and model for their peers in structured ways that give them a sense of responsibility and respect for others. Older students will be trained to work with younger students and have the opportunity, once they have demonstrated competence in a subject to be a peer tutor.

## V. Curriculum and Instructional Design

### Overview

Caliber Schools will offer a Kindergarten through 8<sup>th</sup> grade college-preparatory program. Students will be grouped by grade as well as by a “house” that they stay with throughout their time at Caliber. We anticipate our day running from approximately 8:00 a.m. to 5:00 p.m., except for Wednesdays, when students will be dismissed around 2:30 p.m. and teachers will stay for common planning and professional development. Our model will differ by grade band (K-1, 2-3, 4-5, and 6-8) and at each grade band we will have a slightly different approach in terms of staffing, time, and curriculum.

### **Where We Start: Definition of Outcomes and a Personalized Learning Plan**

Our school will begin by defining content and skills that are necessary for successful participation in competitive colleges, careers, and communities (as described above in the “what it means to be an educated person in the 21<sup>st</sup> century” section). Based on this understanding of where we need to go, teachers work with each student and his/her family to create a personalized learning plan (see Appendix A-3) that shows what that student knows and what that student needs to know. This plan also includes information about the whole child that may influence his or her academic success. Students (and less frequently, parents) meet with their teacher to discuss and update this plan. With the plan as an anchor, we will offer students learning opportunities that will engage them and prepare them to demonstrate competency in a particular area.

### Our Curriculum

We will carefully review curricular materials for each subject and grade level to determine what will be appropriately rigorous, engaging, and personalized for our student population<sup>39</sup>. In reviewing curricula, we will ask ourselves the following questions:

---

<sup>39</sup> For a sample of what students will learn in first grade, please see Appendix A-12.

- Is it aligned with Common Core State Standards and California standards?
- Is there research that shows that such curricula are successful, particularly for our student population?
- Is this curriculum used in other high performing urban schools?
- Is there appropriate support for developing teachers' ability to plan with and implement the curriculum within the constraints of our particular school model?
- Does the curriculum emphasize our core beliefs – is the curriculum challenging, personalized, and engaging, and conducive to continuous improvement?
- Does the curriculum accommodate our particular focus on writing and communication?

As described earlier, Caliber will be a laboratory for new ideas and approaches. We will continually look for new curriculum that can improve the educational experience for our students and the professional experience for our teachers. As we pilot new curriculum, we will closely evaluate its effectiveness and focus on what works.

**Proposed Sample of Potential Curriculum Materials and Justification for Core Subjects (Subject to change based on research / new information)**

<b>Subject</b>	<b>Online</b>	<b>Rationale</b>	<b>Offline</b>	<b>Rationale</b>
<b>ELA</b>	iStation Compass Learning MimioLearning	Used in high performing blended learning schools with a similar population; aligned to Common Core; engaging; used successfully with similar students <sup>40</sup>	Materials from the Teachers College Readers and Writers Project <sup>41</sup> + teacher-designed extensions	Variations on this workshop model are used in successful urban elementary schools such as the Harlem Success Academies. The curriculum has a strong focus on writing in particular.

<sup>40</sup> See the Mimio website for a case study on the effect of Mimio Reading programs in Nashville: <http://www.mimio.com/en-NA/Products/MimioReading-Comprehension-Suite.aspx>

<sup>41</sup> For the research base for the Readers and Writers Workshop approach, see <http://readingandwritingproject.com/about/research-base.html>

<b>Math</b>	Dreambox STMath iReady	Used in high performing blended learning schools with a similar population; engaging; aligned to Common Core; for Dreambox in particular, some positive research <sup>42</sup>	Math in Focus: Singapore Math + teacher-designed extensions	A recent 2011 study <sup>43</sup> found significant gains for students using Math in Focus, regardless of ability or demographic group
<b>Social Studies</b>	N/A	N/A	GLAD <sup>44</sup> + Home-grown Project-Based Learning Projects	GLAD projects will help us meet the needs of English Language Learners – it has been tested for many years with California ELL students; In order to make the curriculum relevant to the students in West Contra Costa, we want teachers to tailor these projects to the interests of this particular population.
<b>Science</b>	N/A	N/A	Engineering is Elementary; GLAD	Engineering is Elementary has been used successfully at KIPP-LA as well as at Lincoln

<sup>42</sup> See [http://www-static.dreambox.com/wp-content/uploads/downloads/pdf/DreamBox\\_Results\\_from\\_SRI\\_Rocketship\\_Evaluation.pdf](http://www-static.dreambox.com/wp-content/uploads/downloads/pdf/DreamBox_Results_from_SRI_Rocketship_Evaluation.pdf) The authors write that “This study’s positive findings about the effects of DreamBox instruction are likely to fuel the sense of optimism about the promise of online learning, especially in light of the relatively modest treatment.”

<sup>43</sup> <http://www.hmhelearning.com/math/mathinfofocus/resources/MiF%20Course%201-Study.pdf>

<sup>44</sup> For information on GLAD (Guided Language Acquisition Design), see <http://www.projectglad.com/>

				Elementary School in Richmond; GLAD resources will help us address the needs of English Language Learners
<b>Computer programming</b>	Tynker, Scratch	Scratch is the most widely used elementary level program; Tynker is a newly developed program for teaching computer programming to elementary school students which uses a project based approach. These will be supplemented or replaced over time as new software arises	Homegrown, in conjunction with code.org a new organization dedicated to computer science instruction in K-12 and computer programming educators at Stanford University.	This is an area of innovation, as very few schools offer as thorough a computer programming to elementary school students as we intend to.
<b>Arts (Music, Art, Dance, Etc.)</b>	N/A	N/A	Incorporated into project-based learning; available during extended day	Creates a relevant context for learning about the arts in an interdisciplinary way; used during extended day with passionate volunteers and local artists
<b>Physical Education</b>	N/A	N/A	Teacher-designed and aligned to California	

			State Standards	
--	--	--	-----------------	--

**Learning Environment**

The Caliber approach will use a rigorous, Common Core-aligned curriculum that students learn using a combination of personalized, blended learning (for ELA and Math) and project-based learning (for other subjects). Our approach will be rigorous and flexible, and personalized yet social. Our core beliefs are directly tied to our approach to how learning best occurs. We will have a curriculum and culture that is challenging and personalized, a community that is engaged, and a staff that is continuously using evidence to improve its own and students’ performance.

<b>Subject</b>	<b>Method</b>	<b>% of Time</b>
<b>ELA and Math</b>	Personalized, Blended Learning (Students move through a workshop model that is enhanced with adaptive software, flexible groupings, and daily progress quizzes. See description below)	On average, students spend 3.5 hours per day in a blended learning environment for ELA and Math
<b>Computer programming</b>	Project-Based Learning	On average, students spend 45 minutes per day in computer programming. K and 1 <sup>st</sup> grade are using a different curriculum focused on learning “rules and tools”
<b>Science and Social Studies</b>	Project-Based Learning	On average, students spend 1.5 hours per day in science and social studies, though it changes by grade level
<b>Other</b>	Group meetings, one-on-one meetings, and extended day	On average, students spend 2 hours per day in group meetings and extended day activities

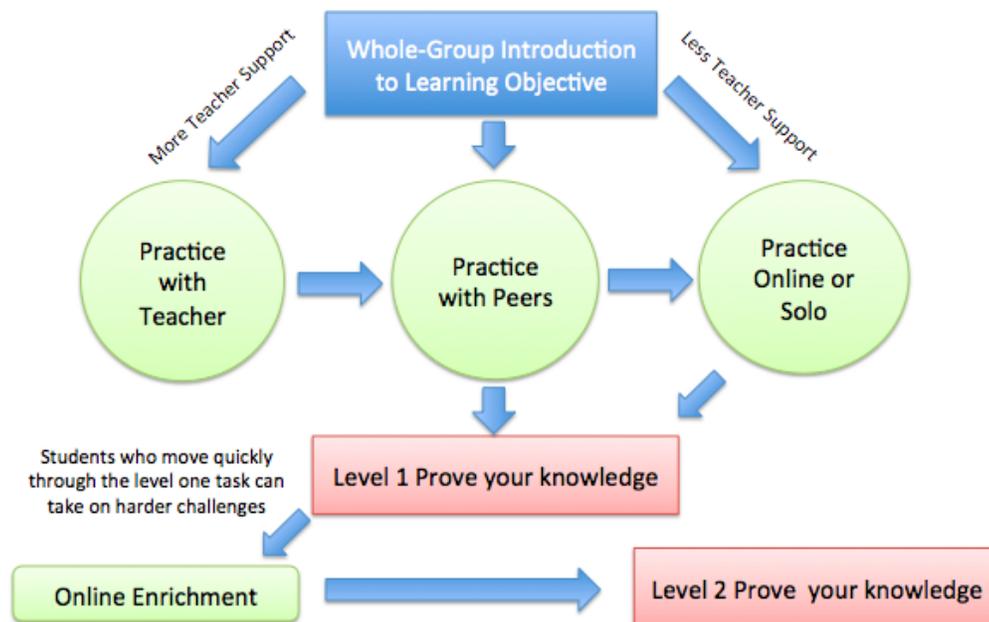
**Personalized Blended Learning:**

For ELA and Math, the role of the teacher will be to design learning environments that allow students to move at their own pace toward competence in key topics in literacy and math. Students who are struggling will get additional teacher support through small-group instruction and additional individual conferencing. Just as a gym allows

athletes to exercise in a number of settings, including on equipment that adjusts to their ability level, so too will Caliber allow students to learn core skills using a combination of whole group, small group, one-on-one, and customized independent learning. Math and literacy blocks will usually start with a whole-group lesson. Following this, some students will go to a teacher-led group for guided instruction and practice, other students will go to a computer-led group for independent online instruction and practice, and another group will go to a peer group for group independent practice. Students will then rotate among stations and/or consult one-on-one or in small groups with the teacher, particularly for writing classes. We will thus use a Universal Design for Learning (UDL)<sup>45</sup> approach, in which a single environment provides entry points of engagement and success for all learners, including special education students, ELL students, and high achieving students.

See the diagram below for an example of what our personalized blended learning program may look like:

**Personalized Learning Stations:** Teacher introduces a learning objective, then teaches a small group, and then facilitates independent and peer learning. Students skip or stay at stations as needed to ensure that students move at the right pace.



### Project-Based Learning:

When students are learning physical or social sciences, we will primarily use a project-based approach in which students are first engaged in a big question about the way the world works. They will then take an assessment to understand the core skill gaps they will need to fill to ensure they have the prerequisite skills to complete the larger

<sup>45</sup> For information on the research supporting a UDL approach, see <http://www.udlcenter.org/research>

project. These prerequisite skills are often linked to concurrent objectives in ELA or math blocks as a way of reinforcing, retaining, and enriching literacy and numeracy skills. Students will then work in teams to prepare and present a complete project. See Appendix A-10 for a Project-Based Learning sample.

### **Our Learning Environment**

When we are at capacity, our school will serve approximately 90 students per grade. The following chart shows the overall instructional design by grade.

<b>Grade</b>	<b>Instructional Design for Literacy and Numeracy</b>	<b>Instructional Design for Social Studies and Science</b>	<b>Instructional Design for Computer programming</b>
K, 1	Personalized Blended Learning: Students rotate from a large group lesson to breakouts of small group instruction and independent work online or offline.	Project-Based (social studies and science): Whole-group gets activity instructions and small teams complete activity.	Project-Based: Students learn how and why to follow and create instructions, how to play collaborative rule-based games, and how to approach conflict in ways that are productive and empathetic.
2, 3	Personalized Blended Learning: Students rotate from a large group lesson to breakout rotations of small group instruction, peer tutoring, and independent work online or offline.	Project-Based: Whole-group gets activity instructions and small teams complete activity.	Project-Based: Students work in teams to complete computer programming projects.

4, 5	Personalized Blended Learning: Students are introduced to Common Core aligned performance tasks and complete them independently, with flexible teacher pullouts for reading seminars and math tutorials.	Project-Based: Whole-group gets activity instructions and small teams complete activity.	Project-Based: Students work in teams to complete computer programming projects.
6, 7, 8	Personalized Blended Learning: Students are introduced to performance tasks and complete them independently, with flexible teacher pullouts for reading seminars and math tutorials.	Project-Based: Whole-group gets activity instructions and small teams complete activity.	Project-Based: Students work in teams to complete computer programming projects.

**Kindergarten and First Grade Group Summary:**

- Students will be in classes of approximately 22-23 students with one senior teacher.
- Students will spend more than two hours per day in literacy instruction (two hours reading and 45 minutes writing) and 90 minutes in math instruction.
- In reading and math, we will use a personalized blended learning model where students are introduced to new concepts and then work in small groups with the teacher, independently online, or in small collaborative groups.
- For writing, teachers use a version of a writer’s workshop approach from The Teachers College Reading and Writing Project<sup>46</sup> to ensure that students get frequent one-on-one coaching and feedback on their writing.
- Students will spend one hour per day in project-based learning, where they engage in science and social studies projects. These projects will be more interdisciplinary and allow students to access creative arts as well.

---

<sup>46</sup> <http://readingandwritingproject.com/about/overview>

- Students will spend an hour in a personal development class that is a combination of team sports as well as our Toolkit curriculum that focuses on healthy conflict resolution. This will prepare students for rules-based action and following instructions, which are critical for project-based learning and in their future computer programming classes.
- During extended day, students will engage in one-on-one coaching, peer tutoring, independent learning, or they will participate in sports and arts.

**Second and Third Grade Group Summary:**

- Students will be in classes of approximately 30 students and one senior teacher. An associate teacher will be available approximately  $\frac{1}{3}$  of the time. In addition, some of the fourth and fifth grade students will be available as tutors during literacy and math periods.
- Students will generally be in personalized blended learning for reading and math instruction (about 75 minutes for reading and 60 minutes for math). At the end of the day students will have additional time for independent reading and online math work.
- The blended model for reading and math will involve some students working in small groups with the teacher while other students work independently online (math and reading) or independently offline (reading books) or in small study groups (math and reading).
- For writing, teachers will use a version of a writer’s workshop approach to ensure that students get frequent one-on-one coaching and feedback on their writing. We will have an additional focus on ensuring that students are progressing through writing objectives based on competency in addition to time.
- Students will spend approximately one hour per day in project-based learning, where they engage in science and social studies projects. These projects will be more interdisciplinary and allow students to access creative arts as well.
- Three days per week, for about 45 minutes, students will learn computer programming in the lab.
- Two days per week students will participate in a physical education class.
- During extended day students will be engaged in one-on-one coaching around their Personalized Learning Plans, peer tutoring, independent learning, or classes in the arts, music, and sports.

**Fourth and Fifth Grade Group Summary:**

- In our fourth and fifth grade reading and math model, students will be team taught in classes of approximately 45 students by one senior teacher and one associate teacher (for a student-classroom teacher ratio of 22.5:1). Depending on the learning objective, unit, or project, the larger group may split into two smaller groups, each led by a teacher.
- Students will be in reading for 45 minutes and math for one hour, again using the personalized blended learning model, in which the teachers introduce a concept and then students progress through practice and proof at their own pace. By team teaching, teachers will share lesson planning responsibilities and

will be able to take turns working with different groups. This model will also help the associate teacher learn from the senior teacher.

- Writing workshops will continue for one hour daily for fourth and fifth graders, but one day per week, students get training on how to tutor their younger peers.
- Students will spend two hours per day in project-based learning, where they will engage in science and social studies projects. Each project will have a literacy focus to ensure that students continue practicing key foundational skills. These projects will be more interdisciplinary and will allow students to access creative arts as well.
- Two days per week students will be pulled out for physical education; two days they will act as tutors for younger students during either math, literacy, or studios; and one day per week they will have an independent learning period where they can spend extra time on content they choose with their teacher.
- During extended day students will be engaged in one-on-one coaching around their Personalized Learning Plans, peer tutoring, independent learning, or classes in the arts, music, and sports.

#### **Sixth Through Eighth Grade Group Summary:**

- Starting in sixth grade, each grade will have a senior STEM and senior humanities teacher, and each will have an associate teacher working alongside them.
- There will be approximately 45 students in a class with two teachers (for a student: classroom teacher ratio of 22.5:1). Depending on the learning objective, unit, or project, the larger group may split into two smaller groups, each led by a teacher.
- The STEM team will teach two math classes and two science project based learning classes each day.
- The Humanities team will teach two ELA classes and two social studies project based learning classes each day.
- By sixth grade, math and ELA classes will be designed around Common Core-aligned performance tasks that students must complete
- Writer's workshop will now be done three days per week; the other two days students will be learning public speaking and how to be effective peer tutors
- On Fridays, students will now have three hours of independent learning time. The prior week they will decide with their coach what they will work on during these hours. Students may be working online to practice a particular skill, they may be working on a project, or they may be reading independently.
- The science and social studies classes will be similar to the project-based learning courses from younger grades, in the sense that they will require team-based collaboration on projects or challenges. However, there will be more focus on developing a core subject-specific vocabulary and knowledge so that they will be able to tackle more complex texts and succeed on state exams.
- During extended day students will engage in one-on-one coaching around their personalized learning plans, peer tutoring, independent learning, or classes in the arts, music, and sports.

- Two days per week students will be pulled out for physical education; the other three days they work as tutors for 4<sup>th</sup> and 5<sup>th</sup> grade students doing project-based learning.
- Students will learn computer programming five days per week.

For more information about the student experience at Caliber, please see the sample student and teacher schedules in Appendix A-1 and A-2.

## VI. Special Populations

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

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

Caliber Design Element	How This Helps Special Populations Students
<p><b>Home Visits and Family Engagement:</b> Before matriculating at Caliber, all students will receive a home visit where we talk with the family about the child as a whole person, not just as a student. We identify both the child’s strengths as well as any Adverse Childhood Experiences (ACEs)<sup>47</sup> that may affect their experience.</p>	<p>These visits will help us do early identification of students who may have behavioral or interpersonal challenges, in addition to identification of students who are advanced and may need acceleration. It will also help us to understand a student’s family background in order to ensure that we can a) form a close relationship with the families of our students with highest needs, whom we know will require frequent contact and b) create a plan of action for families whose students have special needs, but may, for a variety of reasons, be unable to adequately participate in the child’s day-to-day educational progress.</p> <p>At Caliber, we realize that students with</p>

<sup>47</sup> Tough, Paul. *How Children Succeed*. New York: Houghton Mifflin Harcourt Publishing, 2012.

	<p>special needs require support from all the “influencers” in their lives, and family support is critical. Home visits, parent meetings, frequent phone calls, and parent visits are some of the strategies we will use to ensure that children who have special needs are surrounded by a group of adults who are coordinating a shared strategy for improvement.</p>
<p><b>Personalized Learning Plan:</b> Each student will have a personalized learning plan that will include holistic biographical information, a competency tracker to assess academic and personal progress, and the student’s goals and strategies.</p>	<p>The personalized learning plan will be particularly helpful for students who have special needs. First, it will help give teachers background information that may inform their approach to interventions, not just for special education students but also for academically low or high achieving students as well as ELL students. Second, it will enable teachers to track progress quickly, using a common set of learning objectives across a given grade level. Third, because students interact with the plan by setting goals and strategies, it will help give voice and choice to students with special needs, as well as improving their executive functioning skills. The goal-setting occurs in one on one meetings, which is another way to ensure that every student gets individual attention.</p>
<p><b>Toolbox Curriculum</b><sup>48</sup>: This curriculum offers 12 tools that students can use to regulate their behavior and achieve more overall well-being. Caliber will use this curriculum as part of the Kindergarten and first grade curriculum, and these will be revisited in every subsequent grade during house meetings, at coaching sessions, and during project-based learning reflections.</p>	<p>Students who have special needs often manifest these needs through behavioral or interpersonal challenges. These students often feel different, left out, or ostracized, which can lead to difficulties coping with their frustration, boredom, lack of English language comprehension, and so forth. This curriculum, already in use at several schools in West Contra Costa, has been used by members of our founding team and has been particularly effective with low achieving students.</p>

<sup>48</sup> For more information on the Toolbox curriculum, see <http://dovetaillearning.org/dovetail/toolbox/the-12-tools>

<p><b>Universal Design for Learning<sup>49</sup>:</b>  Students will have opportunities to learn, and prove competency, in a variety of ways. For literacy and numeracy, this includes small group, peer group, and independent learning online or offline. For social studies and science, this includes project-based learning.</p>	<p>Academically low achieving students will benefit from the wide variety of learning settings that Caliber is designed to offer. Students who are struggling often need multiple ways to access content, and for these students we offer a combination of whole-group, small group, and independent learning, both online and offline.</p> <p>Students with special needs also need a variety of ways to express their knowledge, and our model enables these students to express their understanding in a variety of settings – for example, some students prefer to express their knowledge through their actions rather than through words, and Caliber’s projects and online curricula offer that opportunity.</p> <p>For English Language Learners, our project-based learning curriculum draws on resources from <b>Project GLAD</b> (Guided Language Acquisition Design), which specializes in helping these students learn vocabulary and engage in conversation within a meaningful, engaging context.</p> <p>Of course, we will help students learn to work in a variety of settings, but the first step is to help students feel that they can be successful at our school. For this reason, we offer a number of settings and the ability for teachers to flexibly adjust the amount of time that students spend in each.</p>
<p><b>Assessment and Early Intervention:</b>  Caliber will use an RtI approach to ensure that students who are falling behind academically are quickly identified and</p>	<p>Through diagnostic assessments (annually) regular exit tickets (daily), quizzes (weekly), and interim assessments (approximately every six weeks), we will build a base of evidence to identify</p>

<sup>49</sup> Universal Design for Learning is a scientifically valid approach to ensuring that schools meet the needs of all learners, especially those with special needs, through an inclusive environment that provides multiple means of a) recognition b) action and expression and c) engagement. For a summary of the research supporting this approach, see <http://www.udlcenter.org/research/researchevidence>.

supported.	students who require further intervention or acceleration and can provide them with a graduated system of support. See below for details.
<b>Peer Support:</b> At Caliber, through peer tutoring and house-based lunches and meetings, students will have support from their peers in meeting academic goals.	<p>Students with academic needs who are struggling to reach their potential often need a different messenger rather than just a different message. For this reason, peer tutoring is available for students who learn some material better from peers than from adults. In addition, this helps our high achieving students who can demonstrate their competency by tutoring their peers.</p> <p>Additionally, the “houses” to which are students are assigned are carefully created to ensure that students have peers who can be a positive influence on them. For example, our house-based lunches offer opportunities for students to interact with students who are older, who can become role models for low performing students. We will ensure that our houses are diverse so that students with special needs do not form “cliques” and do not become ostracized from the larger group.</p>

**Academically Low Achieving Students**

Caliber sets high expectations for all students and is committed to working with those who are not meeting outcomes to help them achieve at expected levels, providing all necessary supports in meeting individual needs and achieving ambitious student goals. Students who perform below grade level as described below will receive a mix of intervention services, including: in-class individual tutoring by classroom teachers; in-class small group tutoring by classroom teachers; or before- or after-school tutoring by non-classroom educators one-on-one or in small groups, all based on the specific corrective instruction plans created by classroom teachers in follow-up to each assessment and aligned with every student’s personalized learning plan (see “How Learning Best Occurs” portion of the Educational Program for more information on personalized learning plans). In addition to targeted small-group and individualized interventions with educators, students not meeting outcomes will have access to online intervention supports such as READ 180.

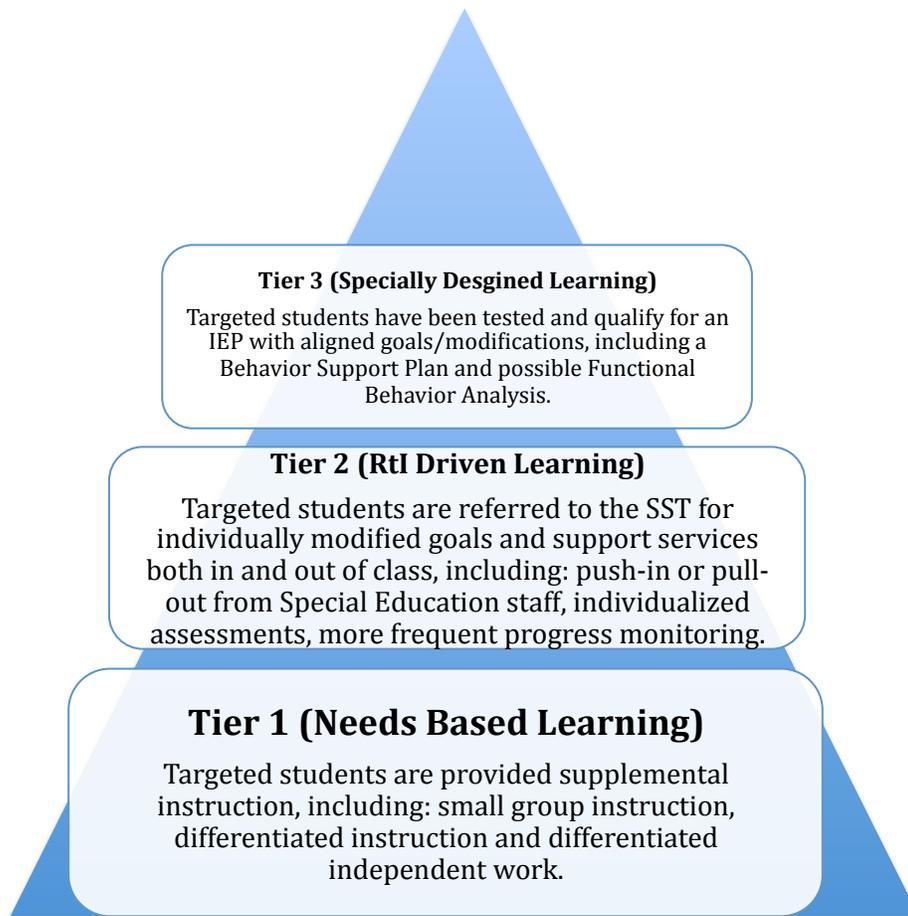
The identification process for students targeted for additional intervention will include, but are not limited to, students who meet the following criteria:

- Scoring below 70% on Interim Assessments
- Students reading one year or further below grade level
- CST – ELA or Math Far Below Basic, Below Basic, Basic
- NWEA – lower quintile or less than average annual progress
- Parent Recommendation - written documentation referred to the Response to Intervention (RtI) team for analysis
- Teacher Recommendation - written documentation referred to the RtI team for analysis

Caliber will use the Response to Intervention framework (RtI) to support all students below grade level. RtI is a process by which schools are proactive and universal in assessing students' academic, behavioral and socio-emotional development needs and providing students with timely, targeted, and effective research-based interventions. The framework has three tiers of intervention (See diagram below). Students who are not achieving sufficient progress are identified early and proactively placed in the first tier as a way to address the issue before it becomes more severe. In many cases this works and the child is removed from RtI. If this intervention does not work, the student can move up tiers, each of which offers additional support. RtI team meets monthly and is comprised of the School Leader, Assistant Principal, Senior Teachers, and Associate Teachers. In most cases the student's teacher will notify families of students who are targeted for additional interventions and arrange for a meeting with the Student Study Team (SST) including the School Leader, Special Education Coordinator, RSP Teacher, classroom teacher, and the targeted student's family to determine specific interventions, classroom differentiation, individual student goals and timeline. The Special Education Coordinator will manage the SST process.

Caliber's RtI framework will strive to offer a comprehensive approach to helping teachers (or a teaching team) to assess, support, and monitor the progress of their students, with the support of the Special Education Coordinator. We will use weekly or interim assessments, in addition to student coaching sessions and observational data as appropriate, to assess progress. RtI's framework will encompass and extend Caliber's data driven, student-focused approach to instruction and student support, and encourages us to deepen coordination across our core classroom, intervention, special education and non-academic services. The RtI framework will promote the support services needed for the targeted student to meet their individual goals, progress to Meeting on the Interim Assessments, read at grade level, and ultimately be exited out of the SST able to meet all learning expectations without support services outside the classroom.

## The Caliber Schools RtI Framework



### Academically High Achieving Students

Caliber’s personalized competency based curriculum will ensure that each student is able to excel to his or her fullest potential and will not be held back by the limitations or needs of the rest of the class. Students achieving at the “Exceeding” level on assessments and/or reading a grade level or more above their current grade will be targeted to ensure an individualized, challenging instructional program aligned with their personalized learning plan. There are several ways that Caliber will achieve this:

- **Personalized Blended Learning Enables Acceleration:** During the personalized blended learning portion of the day, students will spend substantial time dynamically grouped based on ability so that those achieving above grade level can continually be challenged further. Students who complete a task early will have opportunities to complete challenge activities that expand on the learning objective. For example, students who have completed word problems

might go to a challenge station where they can create their own word problems and test them with other students. In addition, the online curriculum will allow each student to progress based on their own individual ability, providing an individual pathway across content areas that reach beyond grade level standards for increased exposure to higher level questions and assessments.

- **Peer Tutoring Enables Responsibility:** High Achieving students will also have the opportunity to serve as peer tutors for younger and lower achieving students. In doing so they will both further their own mastery while also serving as role models for other students in the school. The National Education Association states that the “benefits of peer tutoring for students include higher academic achievement, improved relationships with peers, improved personal and social development as well as increased motivation. In turn, the teacher benefits from this model of instruction by an increased opportunity to individualize instruction, increased facilitation of inclusion/mainstreaming, and opportunities to reduce inappropriate behaviors (Topping, 2008).”
- **Computer Programming Enables Engagement:** Computer programming is a subject that will be of particular interest for our high achieving students, who are often motivated by the complexity of figuring out how to design programs that work. Students who are academically high performing often excel in the kind of objective, logical reasoning used in computer programming. This is particularly true for students on the autism spectrum<sup>50</sup>. Computer programming as a career values performance more than years of experience, allowing students to move at their own pace with increasingly complex projects.
- **Project-Based Learning Enables Leadership:** Project-based learning at Caliber will provide high achieving students with leadership opportunities, since our projects take place in teams in which members have a variety of roles. Students who are academically high achieving but often struggle to work with peers who may not be at their level can receive coaching and interventions during projects to ensure that they learn how to excel not just when working alone, but also when working with other students.

## **English Language Learners**

### Overview

Caliber will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, re-classification to Fluent English Proficient (FEP) status, monitoring and evaluating program effectiveness, and standardized testing requirements. Caliber will implement policies to

---

<sup>50</sup> For research on the talents of autistic children, see <http://www.scientificamerican.com/article.cfm?id=the-hidden-potential-of-autistic-kids>. The authors write, “The hidden potential of autistic people seems to fall in common areas—tasks that involve pattern recognition, logical reasoning and picking out irregularities in data or arguments. Soulieres describes working with an autistic woman in her lab who can pick out the slightest flaws in logic. “At first, we argue with her,” Soulieres laughs, “but almost each time, she’s right, and we’re wrong.”

assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents.

#### Home Language Survey

Caliber will administer the home language survey upon a student's initial enrollment into Caliber (on enrollment forms).

#### CELDT Testing

Caliber will use CELDT testing to identify which students require ELL support services. All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment<sup>51</sup> and at least annually thereafter between July 1st and October 31st until re-designated as FEP. This thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Caliber will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing by identifying students who need English Language Learner support.

#### Reclassification Procedures

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test or CELDT.
- 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.
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Reclassification will occur annually, in August, so that teachers and administrative staff will have access to all relevant data from the previous school year.

---

<sup>51</sup> The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

### Strategies for English Language Learner Instruction and Intervention

Academically, Caliber will meet the needs of its ELL students through an inclusion model in which all students are instructed in English by subject area teachers who are specially trained in methods and strategies that promote rapid acquisition of English as well as academic knowledge in core subjects, e.g., using non-verbal and context clues to provide meaning for instruction, pre-teaching background knowledge and key vocabulary, and increasing interaction for ELL students while creating a classroom climate that allows students to be comfortable taking risks. All senior teachers delivering instruction in core content areas will hold, or be in the process of obtaining, a Cross-culture, Language and Academic Development (CLAD) Certificate or a Bi-lingual Cross-Culture, Language and Academic Development (BCLAD) Certificate. Caliber Schools will work to recruit and hire educators who are fluent in English and Spanish to ensure accurate assessment of students' language and literacy skills, appropriate academic support, and effective communication with families. The Caliber Schools teaching staff will be given professional development in teaching English Learners in their appropriate content areas, including the balanced literacy approach, a focus on vocabulary development, the most effective practices of SDAIE (specially designed academic instruction in English), as well as the opportunity to participate in Guided Language Acquisition Development (GLAD) training. Doing What Works<sup>52</sup>, a website established by the Federal Department of Education, provides the following strategies proven to be highly effective in supporting ELL students that Caliber Schools will implement as part of our instructional program across content areas:

- **Screen and monitor progress.** Corresponding with Caliber Schools model of data-driven instruction, teachers will analyze and identify student needs within well-developed assessments – assessing student progress frequently to develop and guide instructional plans as well as identify students in need of individual intervention as outlined in the RtI framework.
- **Provide reading interventions.** Understanding that ELL students are often at risk for reading problems, our Literacy program encourages the quick and frequent response to formative assessments through guided reading and small group instruction during daily literacy blocks as well as the academic support time offered through an extended school day.
- **Teach vocabulary.** Vocabulary development offers a critical component to overall language acquisition for ELL students. Through GLAD-inspired instruction and formal vocabulary instruction during daily Literacy and Writing blocks featuring essential word lists, child-friendly definitions, and cumulative spiraling assessments, all students -especially English Language Learners- will be exposed to authentic, language-rich classroom settings promoting the direct transfer of new vocabulary from reading to direct student implementation both orally and written.
- **Develop academic English.** To achieve academic proficiency in all content areas, ELL students must develop cognitive academic language proficiency

---

<sup>52</sup> [http://dww.ed.gov/topic/?T\\_ID=13](http://dww.ed.gov/topic/?T_ID=13)

(CALP) beyond the interpersonal communication skills (BICS) of social language. CALP is not limited to the content area vocabulary specific to academic subject areas, rather a sophisticated use of language to carry out higher-order academic tasks critical to Caliber Schools' mission of preparing students to get to and through college and establish themselves as an educated person in the 21st Century.

- **Schedule peer learning.** EL students will have frequent opportunities through daily heterogeneous and homogenous grouping, partner work, and structured peer tutoring, both at and across grade levels, to improve their mastery of language use with the support of their fellow schoolmates – providing a significant cumulative increase in authentic language practice.
- **Assessment, monitoring, and exit or re-designation criteria for students.** Students who have been identified as ELL will be assessed on an ongoing basis to determine their individual improvement in English proficiency. Students will take the CELDT annually to measure English Language Development and will be reclassified as described above, including a combination of CST and CELDT scores used to determine reclassification of Caliber students. Students at Caliber Schools are eligible for re-designation when they have 8 or more total points between the CELDT from the current year and CST-ELA from the previous spring. For each child who receives a score of 8, the classroom teacher, administrator, and any specialists who work with the student review that child's performance data. If they agree there is no compelling reason to continue classifying the student as a language learner, the child is reclassified. In addition, for students with a score of 7, the classroom teacher, administrator, and any specialists who work with the student review the child's performance data. If they agree that the student has not reached the criteria because of issues unrelated to language proficiency, the student may be reclassified as R-FEP.

In addition to these strategies, in order to make sure that all English Language Learners have the ability to meet these expectations, all teachers at Caliber utilize pedagogical strategies that “shelter” and “scaffold” both content and skills in each discipline.

- **Shelter:** The teacher introduces new content by using visual aids, music, etc. The ELL student will be observed to note which topics come easily and which ones will require more support.
- **Scaffolding:** The teacher provides meaningful support and guidance needed for the ELL's learning growth toward each learning objective. Also, the teacher uses questioning techniques to elicit experiences that relate to his native culture. The teacher rephrases with words the student understands and uses pictures to adapt the questioning techniques.<sup>53</sup>

As discussed previously, Caliber's uniquely personalized model is especially beneficial for English Language Learners. In addition to targeted small-group and individualized

---

<sup>53</sup> <http://www.keyknox.com/esl/PDF/Best%20Practices%20for%20teaching%20the%20ELL%20student.pdf>

interventions with educators, English Learners will have access to online intervention supports such as READ 180. If designated by an SST or IEP through a pullout session with the Special Education staff, and/or afterschool tutoring program, ensuring increased exposure to personalized English language acquisition for every targeted student at their individual proficiency level. The goal is high-quality instructional programs and services for English Learners that will allow them to achieve the same challenging academic and graduation standards as English-speaking students. Listening, speaking, reading, and writing skills will be assessed daily through formal and informal assessments with progress tracked by classroom teachers and discussed with staff at collaboration opportunities including: weekly grade level meetings, weekly staff meetings, and data meetings all ensuring our ELL students' progress is frequently monitored and assessed for differentiation and additional support services. Caliber's English Language Learners will be prepared with the skills in English and mathematics to meet California State Standards.

### Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELLs at Caliber will include:

- Achieving the Measurable Student Outcomes for ELL students:
  - ELL students will make the same or greater annual progress as all other students enrolled at Caliber
  - All ELL students will make at least one level of advancement in language proficiency annually
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

### Special Education Students

#### Meeting the Needs of Special Education Students

Caliber maintains high expectations for all students, including those with identified special education needs. To ensure effective implementation of Special Education services, we will hire staff with the appropriate Special Education credential and experience to oversee and implement our program. We expect to serve a special education population similar to that of WCCUSD elementary and middle schools in Richmond, San Pablo and El Cerrito. According to the California Department of Education, 12% of all K-8 students attending West Contra Costa schools were classified as Special Education students as of December 2012<sup>54</sup>.

Our Special Education Coordinator will be responsible for overseeing IEPs, 504s, and the IEP process, and implementing or coordinating the service needs for special education students. Caliber will hire Resource Specialist Teachers (RSP) at a ratio of

---

<sup>54</sup> <http://dq.cde.ca.gov/dataquest/>

one RSP for every 25 students requiring special education services. In addition, the school will also hire Special Education Aides at a ratio of one Aide for every 30 students requiring special education services. Caliber will contract with part-time Speech Pathologist and School Psychologist in Years 1-4. When the school reaches full capacity in Year 5, Caliber will employ a full-time Speech Pathologist and School Psychologist.

We will employ both push-in and pull-out services depending on the needs of students and/or contract with outside agencies to provide the services required by the IEP.

Our primary model of special education will be inclusion: all regular education and special education students will take the same academic classes together. Students with IEPs will receive additional in-class support, out-of-class support, accommodations, and/or modifications to enable them to meet high standards of achievement.

Special education students at Caliber will be supported with accommodations and modifications in accordance with their IEPs. Accommodations will include adjustments to instructional structures and delivery methods while ensuring student achieve competency in the same skills and content. As described previously (see the introduction to the section on Special Populations), Caliber's personalized learning will ensure that each student is progressing towards competency on a path that is supportive of his or her individual needs and strengths. Our support structure for special education students will include:

- **Home visits prior to matriculation**, in which we will identify special education students who need additional support in order to a) build a close relationship with the families of these students and b) plan in-school support services that will be needed
- **Creation of a personalized learning plan** to compile biographical information, track progress against standards, and allow students and teachers to set goals
- **Use of a Universal Design for Learning<sup>55</sup> approach** to unit and lesson planning (for more on Universal Design for Learning see the introduction to Special Populations section), in which a single classroom environment is designed to offer students multiple learning environments, teaching approaches, and methods of assessment in order to give all learners access to the curriculum without sacrificing rigor
- **Use of a Response to Intervention (RtI) Framework** (see the section on "Academically Low Achieving Students" for more information) ensuring that students who are struggling are a) identified early and given fast but moderate intervention – Tier 1 b) monitored for progress and c) either given more intense intervention – Tiers 2 and 3 or d) removed from intervention, if progress is observed and the support is no longer needed.

---

<sup>55</sup> Universal Design for Learning is a scientifically valid approach to ensuring that schools meet the needs of all learners, especially those with special needs, through an inclusive environment that provides multiple means of a) recognition b) action and expression and c) engagement. For a summary of the research supporting this approach, see <http://www.udlcenter.org/research/researchevidence>

In addition, classroom instruction itself will differ. Specific examples of how instruction may be differentiated to meet the needs of all special education students include:

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

The Charter School shall comply with all applicable State and Federal Laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

The Charter School shall be its own local education agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School LEA intends to apply to become a member of the El Dorado County Office of Education (“EDCOE”) SELPA.

See Appendix A-4 for Letter to the El Dorado County Office of Education SELPA Director indicating application of the Charter School into the EDCOE SELPA, pending Charter approval. In the event the Charter School seeks membership in a different state-approved SELPA, the Charter School will provide notice to the District and the SELPA before June 30<sup>th</sup> of the year before services are to commence. The Charter School shall provide evidence of SELPA membership to the District no later than 30 days prior to the commencement of instruction or as otherwise agreed upon between the parties.

The Charter School shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms. The Charter School shall not

discriminate against any pupil with a disability in the admissions process or any other aspect of operation.

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

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

### **Section 504 of the Rehabilitation Act**

The Charter 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 the Charter School. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by the Charter School.

A 504 team will be assembled by the School Leader and shall include the parent/guardian, the student (where appropriate) and other qualified persons, such as the Special Education Coordinator, Resource Specialist Program (RSP) teacher, Master Teacher and Associate Teacher who are 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 IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team who will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests 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 IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

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

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

All 504 team participants, parents, guardians, teachers and any other participants in the student's education must have a copy of the student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she reviews the 504 Plan. 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.

See Appendix A-5 Section 504 Policy and Process.

### **Services for Students under the IDEIA**

The Charter School plans to become an LEA member of the EDCOE SELPA.

The Charter School intends to provide special education instruction and related services in accordance with the IDEIA, Education Code requirements, and applicable policies and practices of the SELPA.

The Charter School will provide services for special education students enrolled in the Charter School. The Charter 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.

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

The Charter School shall participate as a LEA member of the EDCOE SELPA in accordance with Education Code section 47641(a) and shall make the following assurances:

*Free Appropriate Public Education* – The Charter School will assure that a free appropriate public education shall be provided to all enrolled students including children with disabilities who have been expelled from school.

*Child Find* – The Charter School will assure that all students with disabilities are identified through the proper evaluations designated by EDCOE and in accordance with the policies and procedures of the SELPA.

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

The Charter 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.

*Full Educational Opportunity* – The Charter School will assure that all students with disabilities have access to the full range of programs available to non-disabled students.

*Least Restrictive Environment* – The Charter School will assure that students with disabilities are educated with students who are not disabled to the maximum extent appropriate. This will be addressed through the use of supplementary aids and services in the general education environment in accordance with each student's IEP.

*Individualized Education Program* – The Charter School will assure that an Individualized Education Program ("IEP") is developed, reviewed and revised for each eligible student under the IDEIA.

*IEP Meetings* – The Charter School shall arrange and notice the necessary IEP meetings. IEP team membership shall be in compliance with state and federal law. The Charter School shall be responsible for having the following individuals in attendance at the IEP meetings: the School Leader and/or the Charter School designated representative with

appropriate administrative authority as required by the IDEIA; the student's special education teacher; the student's general education teacher if the student is or may be in a regular education classroom; the student, if appropriate; and other Charter School representatives who are knowledgeable about the regular education program at the Charter School and/or about the student. The Charter 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 IDEIA, a speech therapist, psychologist, resource specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

*IEP Development* – The Charter 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 Charter School students in accordance with the policies, procedures and requirements of the SELPA and State and Federal law.

*IEP Implementation* – The Charter School shall be responsible for all school site implementation of the IEP. As part of this responsibility, the Charter School shall provide parents with timely reports on the student's progress as provided in the student's IEP, and at least quarterly or as frequently as progress reports are provided for the Charter School's non-special education students, whichever is more. The Charter School shall also provide all home-school coordination and information exchange. The Charter School shall also be responsible for providing all curriculum, classroom materials, classroom modifications, and assistive technology.

*Assessments* – The term "assessments" shall have the same meaning as the term "evaluation" in the IDEIA, as provided in Section 1414, Title 20 of the United States Code. The Charter School will determine what assessments, if any, are necessary and arrange for such assessments for referred or eligible students in accordance with applicable law. The Charter School shall obtain parent/guardian consent to assess Charter School students. The Charter School will assure that an IEP review shall be conducted on an annual basis at a minimum. In addition a reassessment shall be conducted at least once every three years, in accordance with the IDEIA, and more often if conditions warrant or requested by the student's parents or teacher. Parents will receive reports on their individual student's progress toward IEP goals and progress at the IEP meeting and student-led conferences.

*Confidentiality and Procedural Safeguards* – The Charter School will assure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with safeguards through the identification evaluation and placement process and provisions for a free appropriate public education.

*Personnel Standards and Staffing* – The Charter School will attract, recruit and hire appropriately trained and credentialed personnel to provide special education services

to children with disabilities as required by Education Code and the IDEIA. Professional development opportunities in this regard will include annual special education compliance trainings as well as monthly trainings to maximize teacher effectiveness in working with special needs students and to ensure each child's IEP is implemented fully and successfully. Charter School staff shall participate in SELPA in-service training relating to special education.

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

*State Assessments* – The Charter School will assure that students with disabilities either under the Individuals with Disabilities Improvement Act (“IDEIA”) or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the California Standards Test and the CAT 6.

*Notification and Coordination* – The Charter School shall follow SELPA policies as they apply to all SELPA schools for responding to implementation of special education services. The Charter School will adopt and implement policies relating to all special education issues and referrals.

*Interim and Initial Placements of New Charter School Students* – For students who enroll in the Charter School from another school district outside of the SELPA with a current IEP, the Charter School shall conduct an IEP meeting within thirty days. Prior to such meeting and pending agreement on a new IEP, the Charter School shall implement the existing IEP at the Charter School, to the extent practicable or as otherwise agreed with the parent/guardian.

*Non-Public Placements/Non-Public Agencies* – The Charter School shall be solely responsible for selecting, contracting with, and overseeing all non-public schools and non-public agencies used to serve special education students.

*Non-discrimination* – It is understood and agreed that all children will have access to the Charter School and no student shall be denied admission nor counseled out of the Charter 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* – The Charter School shall adopt policies for responding to parental concerns or complaints related to special education services.

The Charter School shall receive any concerns raised by parents/guardians regarding related services and rights.

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

Due Process Hearings – The Charter School may initiate a due process hearing or request for mediation with respect to a student enrolled in Charter School if it determines such action is legally necessary or advisable. In the event that the parents/guardians file for a due process hearing, or request mediation, the Charter School shall defend the case.

SELPA Representation – It is the Charter School's understanding that it shall represent itself at all SELPA meetings.

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

In addition, the Charter School shall comply with the EDCOE Local Master Plan and perform all corrective actions deemed necessary by the EDCOE SELPA. The Charter School will develop an annual budget, hire necessary staff, contract for appropriate services and document the qualifications and competency of school leadership to meet the special education compliance and quality requirements.

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

For any student transferring to the school from another school district or state, the school will hold an IEP meeting within 30 days of enrollment to review the student's IEP. All incoming students will also participate in a series of diagnostic assessments in English Language Arts and Mathematics.

See Appendix A-6 for description of the Student Study Team Process.

The Charter School supports all special education students in compliance with state and federal laws. No student will be denied admission to the Charter School because he or she is in need of special education services.

## VII. Our Staffing Plan

There are four critical aspects of our staffing plan:

- **Collaboration:** Our teachers will be part of a collaborative and supportive learning community that helps them improve their own practice and improve the practice of their peers. Teachers will work together on both a grade-level team as well as a “house” that goes across grades. In addition, in 2<sup>nd</sup> and 3<sup>rd</sup> grade, teachers will work with an associate teachers who supports them 1/3 of the time. By 4<sup>th</sup> grade, all core classes will be team taught. They will share lesson planning responsibilities and meet frequently in order to examine student data, strategize around interventions, and collaborate on unit and lesson plans.
- **Differentiated Roles:** Staff will have differentiated roles depending on their experience and expertise. In all grade levels, there will be a single grade team leader who will be responsible for organizing grade-team meetings, serving as a model classroom instructor for peer observations and ensuring that assessments and curriculum are aligned across the grade. Starting in second grade, staff members will have differentiated roles based on their experience and expertise. For example, starting in second grade we will have associate teachers who share multiple classes and have an expertise in our online curricula and the use of data to inform groupings. Starting in fourth grade, our classes will be team-taught by a senior and associate teacher, enabling teachers to focus on their areas of instructional expertise and passion as well as helping newer teachers to gain experience from watching more experienced teachers in action.
- **Tutoring:** We will draw on older students to tutor younger students (see Sample Student Schedule in Appendix A-1) and we will design peer tutoring into our model by allowing students who demonstrate competency to tutor their peers during the regular school day. We will also have parents and other volunteers assist during the day to help support individual projects.
- **Looping:** We will personalize staffing by having our students loop with their teachers for two years to ensure that they can form close relationships with their students. At the same time, we will introduce students to new teachers over time to ensure that they are exposed to a variety of adults with different strengths and styles.

### Basic Staffing Model

	Kindergarten and 1 <sup>st</sup> Grade	2 <sup>nd</sup> and 3 <sup>rd</sup> Grade	4 <sup>th</sup> and 5 <sup>th</sup> Grade	6 <sup>th</sup> through 8 <sup>th</sup> Grade
<b>Base Staff</b> <i>Approx. 22.5:1 student teacher ratio</i>	One senior teacher per 22 or 23 students	One senior teacher per 30 students + 1 associate teacher for 2 hours	One senior and one associate teacher for 45 students	Two senior teachers and two associate teachers per 90 students
<b>Support Staff</b>	Special Education  Community Partners	Special Education  Community Partners  Peer Tutors	Special Education  Community Partners  Peer Tutors	Special Education  Community Partners
<b>Support Technology</b>	One laptop per child	One laptop per child	One laptop per child	One laptop per child

### Our Staff Development Plan

#### **A Collaborative Professional Teaching and Learning Environment**

Caliber will recruit outstanding, committed teachers who have demonstrated leadership qualities in prior roles, expertise in their content areas, experience working with students from underserved communities, and believe that all children can achieve at high levels. Much is expected of Caliber teachers. In addition to the extended time in class, teachers are expected to be wholly focused on the school’s mission, committed to its values, and open to collaboration and ongoing improvement.

In return, Caliber teachers will be treated as professionals. They will be supported in their professional growth with time for planning and collaboration, stipends for conferences and school visits, and resources for improving instruction. Teachers at Caliber will regularly visit each other’s classrooms to create consistency in content of lessons as well as classroom culture, and to learn from their peers. Teachers will have the opportunity to receive feedback from their peers and the school’s leadership team on the results of their students, which should help them improve instruction and the implementation of the Caliber model at the school. Each teacher will also be provided with the necessary tools for effective lesson preparation and communication with families, including a laptop computer, cell phone, a desk, and high speed Internet access.

**Professional Development**

At Caliber, the School Leader and instructional leadership team will set the tone and develop the conditions under which staff members will become the keepers of the school’s culture and values and grow as teachers and learners. Staff development will support the school’s mission and basic values by fostering a positive campus culture, sharing the best instructional practices, and encouraging individual teacher growth. Beginning in staff orientation, the School Leader and instructional leadership team will ensure that teachers understand and support the school’s mission, goals, and values, emphasizing a rigorous, standards based college preparatory program. This orientation involves specific activities designed to align the staff and foster teamwork.

During the school year, staff development will continue through professional development days, whole staff meetings, and “house” and grade level team meetings. A primary focus in our early years will be to develop teachers’ ability to plan in alignment with Common Core Standards, particularly in regards to embedding literacy and non-fiction texts across the curriculum. An additional focus will be strategies and support for helping special populations, such as students with IEPs and English Learners, to achieve academically. Support in these areas will happen during orientation, at weekly staff planning sessions, through inter-visitations, and through additional off-site days for teachers to learn more at workshops that they select with their coach or school leader. Teachers will be encouraged to observe each other and other excellent teachers in the community and receive regular feedback on their performance, goals, and growth. Below is a chart that summarizes the approach to various types of professional development. We will update and modify these methods as we observe the needs of our teachers over time.

Area of Professional Development	Process
<b>Introduction to Caliber Culture</b>	Pre-year orientation week; mid-year staff retreat; each weekly staff meeting
<b>Special Populations</b>	Special Education training during orientation; special education study group; GLAD training for English Language Learners; RtI training during orientation; RtI study group; opportunities to attend off-campus professional development on special populations (ELL, special education, etc.)
<b>Common Core State Standards</b>	Common Core overview during orientation; Common Core overview during each retreat; Common Core study group; Common Core-aligned unit and lesson planning during Wednesday planning sessions; additional training for grade-team leaders

<b>Using Data to Inform Instruction</b>	Overview and practice during orientation (intro to data collection and analysis); data analysis during each Wednesday planning session; quarterly (or more) “data days” (or half-days) to review student data in teams; data focus for teacher feedback meetings
<b>Habits of Personalized Educators (HOPE):</b> How to plan and teach in a personalized, blended learning environment	Personalized learning role playing and expectations during orientation and mid-year retreat; mandatory personalized learning study group during Wednesday sessions; visits to schools that excel at personalized learning; visits to classrooms that excel at personalized learning
<b>General Support and Development</b>	Setting teaching expectations for all teachers during orientation; weekly (or more) observations with quick feedback; quarterly reviews for goal-setting and video playback; mandatory teaching quality study group during Wednesday sessions with video playback and mini-lessons; visits to excellent classrooms both within and outside the school

Targeted Professional Development for working with English Learners

All senior teachers delivering instruction in core content areas will hold, or be in the process of obtaining, a Cross-culture, Language and Academic Development (CLAD) Certificate or a Bi-lingual Cross-Culture, Language and Academic Development (BCLAD) Certificate. Caliber will work to recruit and hire educators who are fluent in English and Spanish to ensure accurate assessment of students’ language and literacy skills, appropriate academic support, and effective communication with families. The Caliber Schools teaching staff will be given professional development in teaching English Learners in their appropriate content areas, including the balanced literacy approach, a focus on vocabulary development, the most effective practices of SDAIE (specially designed academic instruction in English), as well as the opportunity to participate in Guided Language Acquisition Development (GLAD) training.

**Instructional Leadership and Support**

The primary role of the school leader will be to support and develop teachers. S/he will provide real time feedback to teachers through frequent observations and coaching sessions. Professional development will be practical and focused on improving classroom instruction.

Teachers will receive feedback on their instruction through at least one weekly informal observation, one weekly 15-minute coaching session that mimics the way that

teachers coach students, and one quarterly session for an hour. In addition, staff will meet each morning during a common prep period, and on Wednesday afternoons they will engage in more common planning in addition to structured professional development. Teachers will also attend two weeks of professional development each year – one week in July, approximately two days in October, and approximately two days in April.

### **Defining Quality Instruction**

Effective schools have a common vision of quality instruction. The basic resources that will serve as the foundation of this vision are the California Standards for the Teaching Profession. Teachers will develop quality instruction through the use of common rubrics for excellent teaching.

This rubric will combine the California Standards for the Teaching Profession as a broad approach to high-quality instruction, Doug Lemov’s “Teach Like a Champion” for specific techniques and skills that these teachers need to create cultures of efficient learning and achievement, as well as our own unique Habits of Personalized Educators (HOPE) toolkit that is critical for teaching in a blended environment in which students gain independence.

### **California Standards for the Teaching Profession**

The CSTP are organized around six interrelated domains of teaching practice. The following are the six standards:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning
- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of increasingly diverse teachers and students in California. For a more detailed view of the standards, see Appendix A-7.

### **Teach Like A Champion**

Teach Like a Champion has 49 practical techniques that teachers can use when engaged in more direct instruction in their classrooms. A description of how a staff might use this book to reflect on their own practice is included in Appendix A-8.

### **HOPE**

The six anchors of the Habits of Personalized Educators (HOPE) toolkit are:

- Helping Students to Set and Adjust Goals and Strategies
  - Our teachers need to be able to coach students in how to set goals and create learning strategies. Caliber will ensure that teacher professional

development trains teachers in this set of skills. Teachers will have frequent one-on-one coaching sessions with students. HOPE offers teachers a common tool and protocol for such sessions, as well as a rubric for administrators to use when sitting in on student coaching sessions.

- Using Data to Personalize Planning and Grouping
  - Teachers will group students according to their needs and abilities so that they can better target instruction to these groups. This part of the HOPE rubric gives teachers a tool to modify groupings, to create quick pullout tutorials, as well as techniques for creating more differentiated lesson plans. Teachers will use assessment data, conversations, and other data to inform groupings. In this way, teachers can ensure that students learn material until they have mastered it.
- Managing Behavior in Personalized Learning Environments
  - The Caliber model relies on supporting student independence and a variety of learning environments, from independent reading to projects. In addition, students spend more time learning online than at many schools. For these reasons, classroom management techniques must be adjusted to account for the different behavioral norms in different learning environments. This part of the HOPE rubric includes these norms, so that students learn a clear set of behavior expectations.
- Coaching Students in Personalized Learning Environments
  - Our personalized blended learning and project-based learning model remove the teacher from the front of the classroom. Instead, our teachers often teach the whole class very briefly and then let the students go to work. During this work time, teachers have the ability to conference individually or with small groups. It is crucial that teachers have the ability to ask the right questions, guide students to find their own answers, and give very explicit feedback on what students are doing well and not yet doing well. This part of the rubric offers teachers scripts, tools, and protocols for coaching students in personalized, student-centered learning environments.
- Designing Projects
  - At many elementary schools and middle schools, project-based learning takes a back seat to basic literacy and numeracy. At Caliber we try to do both. While we will use a standard curriculum for literacy and numeracy, we also want teachers to develop their own, unique, timely projects. In order to minimize the burden on teachers, teacher teams at a grade level will share projects so that they do not need to design each one alone. This part of the HOPE toolkit gives teachers a bank of potential projects as well as templates for designing their own. Over time, we will build our own collaborative library of projects that teachers can use.

- Coaching Students to Coach Each Other
  - Peer tutoring is a critical part of the Caliber model. One of the more innovative parts of our model is that we give teachers explicit time to teach students how to tutor their peers. This requires its own curriculum, so that teachers can model appropriate tutoring scripts for students and then allow them to practice tutoring each other.

## Element B: Measurable Student Outcomes

*Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. —California Education Code Section 47605(b)(5)(B).*

As described in the Educational Program section, Caliber is a data driven school. Caliber will succeed because we will not assume that students have gained competency in any particular area until we see evidence. Assessments serve as opportunities for students to show such evidence.

### **School Outcome Goals**

Caliber is dedicated to documenting student achievement of the state content standards each year through state-mandated student assessments. As is required by Education Code Section 60605, students will participate in the STAR (CST, CAT6, SABE) and all other mandated accountability programs (CELDT, etc.). Through these assessments, Caliber will demonstrate student competency with regards to state standards. Standardized assessments allow us to compare our students' performance with the rest of the state. In addition, Caliber may provide internal learning performance accountability documentation. This internal documentation may include, but is not limited to: personalized learning plan goals, internally developed interim assessments, and other methods by which student progress may be assessed.

Subject Area	Measurable Outcome	Assessments	Annual Goal
Academic Performance Index (API)	Caliber will meet or exceed its API target score	API	Caliber API score will meet or exceed 800 within the first three years of the school’s CST testing
		API	Caliber will meet or exceed its annual API growth target
		API	Caliber will meet or exceed API growth targets each year for each significant student subgroup following the first year of CST testing

		AYP	Caliber will meet or exceed its annual Adequate Yearly Progress targets
Attendance	Caliber will demonstrate strong annual attendance	Average Daily Attendance (ADA)	The ADA rate will meet or exceed 95% each year
English Language Arts	Students will be proficient readers and writers of the English Language	California Standards Test (CST) in English Language Arts	75% of all students who have been enrolled at Caliber for at least two full academic years will score at the proficient or advanced level
		Measures of Academic Progress (MAP) in Reading	Growth of >1.5 grade levels / year until grade level reached and maintained
		Developmental Reading Assessment (DRA)	All students who have been enrolled at Caliber for at least three full years will be reading at/above grade level
Math	Students will be proficient in mathematical skills and content	California Standards Test (CST) in Math	75% of all students who have been enrolled at Caliber for at least two full academic years will score at the proficient or advanced level
		Measures of Academic Progress (MAP) in Math	Growth of >1.5 grade levels / year until grade level reached and maintained
Science	Students will be proficient in science skills and content	California Standards Test (CST) in Math	75% of all fifth grade and eighth grade students who have been enrolled at Caliber for at least two full academic years will score at the proficient or advanced level
Social Studies	Students will be proficient in social studies skills and content	California Standards Test (CST) in Math	75% of all eighth grade students who have been enrolled at Caliber for at least two full academic years will score at the proficient or advanced level

English Language Learning	English Language learners will progress academically at the same rate as all other students	Measures of Academic Progress (MAP) in Math	ELL students will make the same or greater annual progress as all other students enrolled at Caliber
		California English Language Development Test (CELDT)	All ELL student will make at least one level of advancement in language proficiency annually
Special Education	Special Education students will meet all annual goals defined in the Individualized Education Plan (IEP)	IEP	100% of students will meet their annual IEP goals

## Element C: Assessment of Student and School Outcomes

*Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. —California Education Code Section 47605(b)(5)(C).*

### **Assessments**

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

- **State Summative Assessments.** Caliber will administer the California Standards Tests (CSTs), assessing grade level mastery in English Language Arts, Math, Science and Social Studies; the California Modified Assessments (CMAs) in those same subjects as appropriate for Special Education students per IEP specifications and the California English Language Development Test (CELDT), by which students demonstrate progress towards English proficiency.
- **Diagnostic Assessments and Growth Measures.** Caliber will use NWEA’s MAP assessments at the beginning of the year to help teachers understand the baseline achievement of their students along with specific areas of strength and weakness. To formally assess whether students are on track during the year, we anticipate administering the NWEA assessment three times annually. The Developmental Reading Assessment (DRA) will be administered at the beginning of the year to assess the reading level of students in Grades K-2. To formally assess whether students are on track with their reading progress, we anticipate administering DRA at least three times annually.
- **Interim Assessments.** Caliber will provide interim assessments every six weeks to ensure students are progressing towards competency. The School Leader and Assistant Principal will lead an annual process for creating and revising interim assessments to ensure they are standards aligned and correlated to the California Standards Test. Data reports will be used by teachers and administrators in regular cycles of inquiry and re-teaching after each assessment. Performance cut-points on these assessments will be recalibrated each year based on prior year correlation with CST scores, so that the results are strongly predictive of CST performance.
- **Formative Classroom Assessments.** Teachers will administer and utilize assessment data daily through reports from online learning providers and just-in-time tools such as exit tickets.

The chart below provides an overview of the assessment tools, timelines, and minimum performance levels required to attain standards that we will employ to measure pupil progress in meeting the outcomes delineated in Element B of this charter.

<b>Assessment</b>	<b>Purpose</b>	<b>Grade</b>	<b>Timeline</b>	<b>Minimum Performance Level</b>
<b>English Language Arts</b>				
Formative Classroom Assessments	Measure competency against standards	K-8	Daily	80%
Interim Assessments	Measure competency against standards	K-8	Every 6 weeks	80%
Developmental Reading Assessment	Measure students' ability to decode and comprehend	K-2	Upon enrollment and each quarter and/or as needed	On grade level
California Standards Test (CST)	State Criterion-Based Assessment	2-8	Annually	Proficient
Measures of Academic Progress (MAP)	National Norm-Referenced Test	K-8	3 times annually	Growth of >1.5 grade levels until grade level is reached and maintained
<b>Mathematics</b>				
Formative Classroom Assessments	Measure competency against standards	K-8	Daily	80%
Interim Assessments	Measure competency against standards	K-8	Every 6 weeks	80%
California Standards Test (CST)	State Criterion-Based Assessment	2-8	Annually	Proficient

Measures of Academic Progress (MAP)	National Norm-Referenced Test	K-8	3 times annually	Growth of >1.5 grade levels until grade level is reached and maintained
<b>Science</b>				
Formative Classroom Assessments	Measure competency against standards	K-8	Daily	80%
Interim Assessments	Measure competency against standards	K-8	Every 6 weeks	80%
California Standards Test (CST)	State Criterion-Based Assessment	5, 8	Annually	Proficient
<b>Social Studies</b>				
Formative Classroom Assessments	Measure standards mastery	K-8	Daily	80%
Interim Assessments	Measure standards mastery	K-8	Every 6 weeks	80%
California Standards Test (CST)	State Criterion-Based Assessment	8	Annually	Proficient
<b>English Language Learning</b>				
Measures of Academic Progress (MAP)	National Norm-Referenced Test	K-8	3 times annually	Growth of >1.5 grade levels until grade level is reached and maintained
California English Language Development	Measure English language acquisition	K-8	Upon enrollment and annually thereafter	4

Test (CELDT)				
<b>Special Education</b>				
Individualized Education Plan	Measure student progress	K-8	3 times annually	Meet IEP goals

**Use and Reporting of Data**

As discussed in the Education Program section, teachers will engage in weekly common planning time when they can examine student evidence of learning and compare it to what was taught in order to make adjustments. A primary focus of staff development and support will be focused on data-driven instruction. The school leader will spend much of his or her time working with teachers to improve their use of data to inform how they are working with students.

Caliber will use a student information system such as Illuminate as a common platform for student data collection, analysis, and dissemination

Student progress towards skill competence will be documented in each students’ personalized learning plan. Students will review this data frequently in one-on-one sessions with their teacher. We view parents as critical partners who must also have frequent access to student data. Parents will participate in parent-teacher conferences and will be invited to frequent school assemblies where they will have the opportunity to view student work. Families who are unable to visit the school will be invited to participate in telephone conferences or teachers will make home visits as needed. Additionally, student level data will be accessible for parents online so they can review at home and discuss with their child. Families who do not have access to the internet at home will be invited to use computers at the school during after school hours.

The school will publish student results annually through the SARC, in compliance with the California Constitution, California Education Code and NCLB. In addition to the annual SARC, Caliber will develop an annual performance report based upon the data compiled. This report will be provided to all families at the school as well the governing board. It will also be posted on the Caliber website for public viewing.

The report will include:

- Summary data showing student progress toward the goals and outcomes from assessment instruments and techniques as described in this section. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising student confidentiality.
- A summary of major decisions and policies established by the Board during the year.

- Data on the level of parent involvement in Caliber’s governance (and other aspects of the school, if applicable) and summary data from an annual parent and student satisfaction survey.
- Data regarding the number of staff working at the Charter School and their qualifications.
- A copy of the Charter School’s health and safety policies and/or a summary of any major changes to those policies during the year.
- Information demonstrating whether Caliber implemented the means listed in the charter to achieve a racially and ethnically balanced student population (see Element G).
- An overview of Caliber’s admissions practices during the year and data regarding the numbers of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.
- Analyses of the effectiveness of Caliber’s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
- Other information regarding the educational program and the administrative, legal and governance operations of Caliber relative to compliance with the charter generally.

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

## **Element D: Governance and Legal Issues**

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

### **I. Legal Affirmations**

Caliber Schools: K-8 Charter 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.

Caliber Schools: K-8 Charter will comply with all applicable federal, state and local laws. Caliber Schools will retain its own legal counsel when necessary. Caliber Schools will purchase and maintain as necessary general liability, automotive liability, errors and omissions, property, workers compensation and unemployment insurance policies, either as part of WCCUSD's insurance program or its own insurance program.

The Charter 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 California Education Code Section 47604(c), 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.

The Caliber Schools: K-8 Charter, the Caliber Schools Board of Directors, any administrators, managers or employees, and any other committees of the school will comply with federal, state, and local laws, nonprofit integrity standards, and the District's policies and regulations regarding ethics and conflicts of interest.

Caliber Schools is solely responsible for the debts and obligations of the Caliber Schools: K-8 Charter.

### **II. Legal Structure**

Caliber Schools: K-8 Charter will be a directly funded independent charter school and will be operated by Caliber Schools, a California non-profit public benefit corporation. Caliber Schools shall submit its 501(c)(3) application upon submission of this charter to WCCUSD. It is the responsibility of Caliber Schools to be accountable to the State of California and WCCUSD for the governance and operations of the Caliber K-8 Charter. Caliber Schools exists to ensure that the Caliber Schools: K-8 Charter adheres to this charter, and that the school has the resources and support necessary to be successful. The Board of Caliber Schools will govern the Caliber Schools: K-8 Charter.

Caliber Schools is a duly constituted California Nonprofit Public Benefit Corporation, is governed in accordance with applicable California Corporations law. Please refer to Appendix D1, D-2 and D-3 for the organizational documents of Caliber Schools, including articles of incorporation, bylaws, and conflict of interest code.

### **III. Board of Directors**

Caliber Schools is governed by a corporate Board of Directors (the “Board”). The Board shall be ultimately responsible for the operation and activities of the school. The Board shall be governed in accordance with its corporate bylaws which shall be consistent with the 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 Schools.

Caliber Schools: K-8 Charter will form a Family Leadership Council (see below) to involve parents and members of the community in the operation of the school. This council may assist the School Leader with activities such as recruitment, interviews, community outreach, resource development, extracurricular programs, and community service projects.

Caliber Schools’ Board of Directors will hold public meetings in accordance with the Ralph M. Brown Act once the charter is approved. Board members support the mission of Caliber Schools and serve voluntarily. Caliber Schools will seek to ensure that its board members represent a broad area of expertise. Caliber Schools will ensure that the Board includes members with expertise in real estate, law, finance, management, and philanthropy.

In accordance with Education Code Section 47604(b), Caliber Schools’ bylaws permit one representative of the District to serve on the organization’s Board of Directors, should the District choose to appoint one. If the District chooses to do so, the Board shall 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 Schools and WCCUSD.

In accordance with the Caliber Schools bylaws, the Board consists of at least three directors and should not exceed thirteen directors. The initial founding board has three directors which is why this will serve as the minimum number of directors. Based on governance best practice, Caliber will seek to have a range of seven to thirteen directors once the first school opens. 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. Terms will be staggered to ensure that at any given time no more than one third of the Board has less than one year of experience on the Board. 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.

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 schools success: education, school administration, school finance, corporate structure, accounting, legal compliance, leadership or fundraising.

Our initial founding Board is comprised of three individuals with significant experience in charter school management, school administration, school finance and fundraising. See Appendix D-4 for bios of the initial founding board members. We anticipate growing our founding board to approximately seven directors prior to the opening of Caliber Schools: K-8 charter with a particular focus on adding additional expertise in the areas of real estate, educational innovation and fundraising. New directors will be recruited and nominated by the governance committee as described below.

<b>Member</b>	<b>Position</b>	<b>Term Expiration Date</b>
Jennifer Moses	Chairman	2014
Ron Beller	Chief Financial Officer	2015
Dan Katzir	Secretary	2014

**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 Schools and the School Leader of Caliber Schools: K-8 Charter. The Board is empowered to:

- Ensure that Caliber Schools: K-8 Charter adheres to the goals outlined in this charter, as well as state and federal guidelines and other Caliber Schools policies.
- Hold the School Leader of the Caliber Schools: K-8 Charter accountable for the academic and fiscal performance of the school.
- Provide support to Caliber Schools: K-8 Charter for additional fund raising, marketing and other services as needs arise.
- Advocate on behalf of Caliber Schools: K-8 Charter by working to establish partnerships with community organizations, institutes of higher learning, and foundations and corporate entities that support public education.
- Define and refine Caliber 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 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 and the Political Reform Act.

Caliber Schools has adopted a conflicts code, included in Appendix D-3, which complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflicts Code will be submitted to the County Board of Supervisors for approval. The organization 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 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 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 of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
- Require an affirmative vote of a majority of Board members.

The Board of Directors 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 anticipates appointing three standing committees with the following responsibilities:

- **Finance Committee:** Reviews budget proposals and year-to-date expenses and revenues;
- **Audit Committee:** Elects an auditor, reviews the annual audit, and reports to the full board; and
- **Governance Committee:** Responsible for board recruitment and development.

The Board may also appoint other ad hoc committees comprised 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. All committees will adhere to the Brown Act, as applicable.

#### IV. Parental and Community Involvement

##### **Parental Involvement**

Caliber 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 will involve parents as key stakeholders in the school.

Parents and families of Caliber students will have ongoing opportunities to communicate and engage with school leadership and the Board. While there will not be a Board seat specifically reserved for parents, the Board may invite parents to join standing or *ad hoc* committees of the Board of Directors. Additionally, all regular board meetings will be open meetings as called for in 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 school, or make suggestions for board action on items being discussed by the Board.

Caliber School: K-8 Charter will form a Family Leadership Council. The council will meet regularly with the School Leader and Assistant Principal. The council will be responsible for representing the collective needs of families and caregivers with school leadership, as well as serving in a liaison role to support families and caregivers with individual needs. The council will also play a leadership role in coordinating family activities such as whole school dinners and celebrations.

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 the annual dashboard of school performance data shared publically on the Caliber Schools website.

<b>Parent Communication and Involvement</b>	<b>Who is Responsible</b>
Multiple community information sessions before and during the enrollment period	School Leader
Home visits for all enrolled students before the beginning of the school year	School Leader
Family Orientation sessions following the enrollment period and the week before the first day of school	School Leader
Family Commitment with each parent/guardian	Teachers, Parents, Students

At least two teacher/family conferences each year	Parents/Guardians, Teachers,
Frequent Family Leadership Council meeting	School Leader and Assistant Principal
Quarterly newsletters to all families in English and Spanish	School Leader, Office Manager

In addition, Caliber will encourage at least 40 hours of volunteering by each family each year. The school will provide a variety of opportunities to match with family members' different skills and interests. Examples include helping in classrooms, leading extra-curricular activities, coaching sports teams, assisting with event planning, attending field trips, attending Family Leadership Council meetings, serving on parent committees, fundraising, and communicating with other parents. Caliber appreciates that each family will contribute according to their abilities and the school is very welcoming to all families, including those for whom volunteering will be more challenging due to personal circumstances.

### **Community Involvement**

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 school is located.

Examples of West Contra Costa community partnerships could include:

- **Youth Enrichment Strategies (YES).** Caliber has begun a dialogue with YES around a partnership to provide Caliber students with access to experiences in the natural environment, including summer and family camps.
- **Education through Music (ETM).** Caliber is in early conversations with ETM to explore how the school might benefit from a partnership to provide high quality music instruction for all of its students.

Caliber will also create opportunities to involve members of the community in supporting the school. The school's volunteer program may be composed of community members, the business community, college students, middle school 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**

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

### **I. Certification**

Caliber Schools: K-8 Charter will conform to Education Code Section 47605(l), which requires that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, intern credential, permit, or other certification equivalent to that which a teacher in other public schools would be required to hold. Caliber Schools: K-8 Charter will employ teachers at the school who are highly qualified and fully compliant with No Child Left Behind requirements. Certified teachers will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in the school's operational policies. Caliber Schools: K-8 Charter 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 Schools: K-8 Charter may also employ or retain non-certificated instructional support staff at the 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 school's rigorous academic environment. Instructional support staff will not assign grades or approve student work assignments without the approval of a teacher except in non-core or non-college preparatory courses and activities, as allowed per Education Code Section 47605(l). Job descriptions for teachers, administration, and staff are included in Appendix-E.

### **II. Commitment**

All prospective staff must show a strong desire to teach an academically intense curriculum, commit to an extended school day, and continue their professional development during the school's professional development days. Additionally, all staff must meet any additional guidelines and standards set by Caliber Schools: K-8 Charter and Caliber Schools.

All Caliber Schools: K-8 Charter faculty will:

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

- File necessary reports of child abuse.

### **III. Hiring Procedure**

The school will recruit teachers through various channels including Education Week, Teach for America, Ed Join, the Caliber 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 educational philosophy. Prospective teachers will usually teach a demonstration lesson that must be student driven and exhibit a strong command of the subject area. 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) test.

### **IV. Compensation**

Teachers are the core element of Caliber's success. It is therefore essential that teachers are supported, developed, and well compensated. The 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 Schools: K-8 Charter and the employee. Standards of professional conduct will be clearly explained in the Employee Handbook.

### **V. Staff Role and Responsibilities**

#### **School Leader**

The School Leader coordinates all campus level planning and decision making that involves the school's professional staff, parents, and community members. While serving as general manager of the entire school, the School Leader's primary role is to serve as instructional leader of Caliber Schools: K-8 Charter. S/he 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. See Appendix E-1 and E-2 for a job description of Caliber Schools: K-8 Charter School Leader as well as information on the School Leader selection process.

#### **Senior Teachers**

Senior 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. Senior teachers will additionally be responsible for ensuring the school's values are lived through the school's culture. See Appendix E-3 for job description.

### **Associate Teachers**

Associate teachers will serve a critical support role in the classroom. They will support teachers in their implementation of a standards based curriculum that prepares students for success in college. Associate teachers will additionally be responsible for ensuring the schools' values are lived through the school's culture. See Appendix E-3 for job description.

### **Resource Specialist (RSP) Teachers**

RSP teachers will be responsible for ensuring that all special education students are meeting the goals outlines in their IEP. RSP teachers will additionally be responsible for ensuring the schools' values are lived through the school's culture. See Appendix E-3 for job description.

### **Other Administrative Roles at Caliber Schools: K-8 Charter**

Additional administrative roles at Caliber Schools: K-8 Charter will include:

- **Assistant Principal.** Caliber will hire an Assistant Principal in Year Two. Reporting to the School Leader, the Assistant Principal will serve as a second instructional leader at the school and will spend a significant amount of time supporting teachers. S/he will also be responsible for parent engagement and all disciplinary management on campus. See Appendix E-3 for a job description.
- **Special Education Coordinator.** Reporting to the School Leader, the Special Education Coordinator will oversee the Special Education program at Caliber Schools: K-8 Charter. See Appendix E-3 for job description.
- **Operations Coordinator.** Reporting to the School Leader, the Operations Coordinator will oversee all operational management of the school including but not limited to technology infrastructure, facilities maintenance, food service and compliance. See Appendix E-3 for job description.
- **Office Manager.** Reporting to the operations coordinator, the office manager will support all daily operations at Caliber Schools: K-8 Charter. S/he will play a critical community liaison role by greeting all visitors, including families, as they enter the school. As such, it is a requirement that the Office Manager be bi-lingual in English and Spanish. See Appendix E-3 for job description.

## **VI. Performance Evaluation**

All Caliber staff will be evaluated formally by their supervisor twice a year. Annual goals and objectives will be developed jointly by each staff member and the supervisor in accordance with the mission and vision of Caliber Schools: K-8 Charter. 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 grievance arises regarding the evaluation process, an employee should attempt to resolve the issue with his or her immediate supervisor who conducts the employee's evaluation. See Appendix E-4 for a sample performance evaluation tool.

## **Element F: Health and Safety Procedures**

*Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. — California Education Code Section 47605(b)(5)(F).*

In order to provide safety for all students and staff, Caliber Schools: K-8 Charter will adopt and implement full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts prior to the school's opening. The health and safety policy will be annually updated and reviewed, in consultation with staff and families. This policy will be distributed to all staff and families. Following is a summary of the health and safety policies of the Charter School.

### **I. Criminal Record Summaries**

Caliber Schools: K-8 Charter will follow clear procedures to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee and contractor of The Caliber Schools: K-8 Charter furnish the school with a criminal record summary as required by Education Code Sections 44237 and 45125.1.

#### **Procedures for Background Checks**

New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The School Leader will monitor compliance with this policy and report to Caliber Schools: K-8 Charter Board of Directors on a quarterly basis. Caliber Schools: K-8 Charter Board Chair will monitor the fingerprinting and background clearance of the School Leader. Volunteers who will volunteer outside of the direct supervision of a credentialed employee will be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

#### **Role of Staff as Mandated Child Abuse Reporters**

All Caliber Schools: K-8 Charter non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, the same policies and procedures used by the District.

### **II. Facility Safety**

The school facility will comply with all applicable State, Federal and local regulations, including fire marshal codes, and maintain readily accessible records for such regulations. Caliber Schools: K-8 Charter will comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the State Building Code, including provisions for seismic safety. Caliber Schools: K-8 Charter agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times.

### **Compliance with Safety Requirements Assurance**

Caliber Schools: K-8 Charter assures that the 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**

Caliber Schools: K-8 Charter will occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR part 763. 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.

### **Certificate of Occupancy Assurance**

Caliber Schools: K-8 Charter assures that a site will be secured with an appropriate Certificate of Occupancy 45 days prior to the opening of school, or as otherwise agreed upon by the Charter School and the District.

### **School and Student Safety Plan Assurance**

Caliber Schools: K-8 Charter assures that a school and student safety plan will be developed prior to school opening and kept on file for review, and that school staff, families, and students will be trained annually on the safety procedures outlined in the plan. If WCCUSD facilities are used during the term of this charter, Caliber Schools: K-8 Charter shall abide by all WCCUSD policies relating to Maintenance and Operations Services.

This safety plan will include:

- Emergency/disaster procedures including fire, earthquake, and lockdown
- Arrival and dismissal procedures
- Visitor policy
- Student transportation
- Medical records
- Policies for storage and administration of medication
- Procedures for handling illness at school
- Procedures for handling minor and severe injuries at school
- Child abuse reporting procedures

### **Fire, Earthquake, and Evacuation Drills**

Students and staff will participate in earthquake drills every other month, fire drills monthly, and at least one lock-down drill annually. As noted above, the school will develop a school safety plan which will be kept on file for review. School staff will be trained annually on the safety procedures outlined in the plan.

## **III. Health and Safety Procedures**

### **TB Testing**

Caliber Schools: K-8 Charter faculty, staff and volunteers will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.

### **Immunizations**

All students enrolled and Caliber Schools: K-8 Charter staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Section 120325-120375, and Title 17, California Code of Regulations Section 6000- 6075. All rising 7<sup>th</sup> grade students must be immunized with a pertussis (whooping cough) vaccine booster.

### **Medication in School**

Caliber Schools: K-8 Charter will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Vision, Hearing, Scoliosis**

Students will be screened for vision, hearing, dental and scoliosis. Caliber Schools: K-8 Charter will adhere to Education Code Section 49450, et seq. as applicable to the grade levels served by the school.

### **Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7<sup>th</sup> 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.

### **Food Service and Other Auxiliary Services Safety**

Caliber Schools: K-8 Charter will contract with an outside agency for its food service needs. The Caliber Schools: K-8 Charter will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursement. Caliber Schools: K-8 Charter will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

## **IV. Emergency Preparedness**

Caliber Schools: K-8 Charter will adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire

Marshall prior to school opening. This handbook will include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, gang activity, and hostage situations. If assuming a facility used prior as a school site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for Caliber Schools: K-8 Charter. All Caliber Schools: K-8 Charter staff will be trained on emergency preparedness procedures.

### **CPR Training**

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

### **Blood Borne Pathogens**

Caliber Schools: K-8 Charter will meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Caliber Schools: K-8 Charter 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 human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

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

### **Drug Free/Alcohol Free/Smoke Free Environment**

Caliber Schools: K-8 Charter will function as a drug, alcohol and tobacco free workplace.

### **Comprehensive Sexual Harassment Policies and Procedures**

Caliber Schools: K-8 Charter is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Caliber Schools: K-8 Charter will develop a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at Caliber Schools: K-8 Charter (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed.

## **Element G: Means to Achieve Ethnic and Racial Balance**

*Governing Law: The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. —California Education Code Section 47605(b)(5)(G).*

Caliber Schools strongly believes that a wide cross section of students with a variety of life experiences adds to the learning experience of all. Students will need to learn from others how to respect different viewpoints and find the commonalities in all people.

### **Outreach efforts to date**

We have gathered more than 350 signatures from interested families. In order to achieve this level of interest from a wide cross section of families, we used the following strategies:

- **Built a base of parent leaders.** We enlisted a team of parent leaders who helped spread the word with other families.
- **Hosted community meetings.** We held four open house meetings at the Nevin Community Center, The Booker T. Anderson Community Center, The Shields-Reid Community Center and Living Hope Church to share information about Caliber Schools. These meetings were widely publicized through the distribution of flyers and outreach within our network of supporters.
- **Built relationships with local preschools.** We attended monthly meetings and “Kinder nights” at the following head-start programs: Balboa, George Miller III, YMCA – Richmond, Crescent Park, Las Deltas, and Brookside.
- **Volunteered.** We volunteered during the after school program at the Nevin Community Center as a way to build relationships with families and students.
- **Organized weekend community walks.** We spent time at local community events such as the weekly flea market and church services.

In order to ensure that we are attracting a population that is ethnically diverse, all of our materials were translated into Spanish and we had Spanish speaking members of our founding team and/or a hired translator in attendance for every event.

### **Recruitment Plan**

Upon authorization, Caliber will implement an aggressive recruitment campaign to ensure we are fully enrolled (90 kindergarten, 45 1<sup>st</sup> grade, 45 2<sup>nd</sup> grade, 45 3<sup>rd</sup> grade and 45 6<sup>th</sup> grade students) prior to our proposed August 2014 opening. Planned outreach strategies will begin in August 2013 and will include, but are not limited to:

- Development and distribution of marketing materials in English and Spanish
- Presentations and information distribution at community organizations and meetings

- Presentations and information distribution at adult classes, such as those held at the local public libraries, social service agencies, and park and recreation centers
- Partnerships with local businesses
- Information booths and information distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, grocery stores, and shopping centers
- Open Houses and informational meetings at the school site (once appropriate)
- Outreach to local television, radio, and print media reporters
- Advertisements in local newspapers
- Advertisements in local organization newsletters
- Advertisements on local radio stations

An active community outreach and recruitment plan will begin immediately upon authorization and continue through the school's open enrollment period. See Appendix ES-4 for a draft recruitment plan and budget.

### **Targeted Community**

Our plan includes ongoing community outreach in English and Spanish that will provide an educational alternative for any interested families in West Contra Costa, with a particular emphasis on families residing in Richmond, San Pablo and El Cerrito. We are committed to serving any child who wishes to attend Caliber, however, the majority of our recruitment efforts will focus on attracting students living in these towns. The local public school demographics include a strong Latino and African American population, as well as a high socio-economically disadvantaged population. The Caliber Schools: K-8 Charter anticipates that our student population will reflect similar socioeconomic statistics and the general student population residing within the territorial jurisdiction of the District.

### **Outreach Languages**

In addition to providing promotional materials in both English and Spanish, The Caliber Schools: K-8 Charter will facilitate presentations and individual interactions with families in other languages as appropriate.

### **Achieving Racial and Ethnic Balance**

The Caliber Schools: K-8 Charter will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

In order to ensure a racial and ethnic balance, Caliber will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the 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 (the primary languages of the non-English speaking families in the surrounding neighborhood).

- 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 local pre-school and day care centers that will serve as feeders to Caliber.

### **No Child Left Behind and Federal Compliance**

Caliber will comply with all mandated requirements of NCLB including, but not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified.
- Develop jointly with, and distribute to, families of participating children, a school-family compact.
- Hold an annual Title I meeting for families of participating Title I students.
- Develop jointly with, agree on with, and distribute to, families of participating children a written family involvement policy.

Caliber also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

## **Element H: Admission Requirements**

*Governing Law: Admission requirements, if applicable. —California Education Code Section 47605(b)(5)(H).*

Caliber Schools: K-8 Charter will be a free public school that is open to all residents of the State of California. The 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.

Caliber Schools: K-8 Charter shall admit all pupils who wish to attend the school. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. Caliber Schools: K-8 Charter will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Formal recruitment of incoming students begins in or after August of each calendar year for the following school year, beginning with the Caliber Schools: K-8 Charter advertising the open enrollment period. The recruitment process is held through the middle of March. During this period any student who expresses his/her intent to enroll will do so by completing an Intent to Enroll form as well as completing and submitting the necessary paperwork, such as immunization records and a copy of the student's birth certificate, to facilitate the registration process. Upon receipt of the required documents to enter into the lottery, the student's parent/guardian receives the rules that will be followed during the lottery process.

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

1. Proof of Immunization
2. Home Language Survey
3. Completion of Emergency Medical Information Form
4. Proof of minimum age requirements, e.g. birth certificate
5. Release of records

### **Public Random Drawing**

At full capacity, Caliber Schools: K-8 Charter will serve approximately 800 students in grades kindergarten through eight. Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year.

Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the

event that this happens, Caliber Schools: K-8 Charter 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.

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

1. All students enrolled at the Caliber Schools: K-8 Charter
2. Siblings of enrolled students
3. Children of Caliber Schools: K-8 Charter teachers and staff
4. Children of founding team members<sup>56</sup>
5. Residents of the District
6. All other applicants

Pursuant to federal and state guidelines, during any period of funding under the Public Charter Schools Grant Program (“PCSGP”), the following shall apply:

1. The public random drawing will be held as a single weighted public drawing.
  - a. Residents of the District will be given a 2:1 weighting factor, or as otherwise agreed upon with the District.
  - b. No other preferences other than for “residents of the District” shall be used during the PCSGP funding period.
2. The following categories of students will be exempt from the public random drawing:
  - a. Students enrolled at the Caliber Schools: K-8 Charter
  - b. Siblings of enrolled students
  - c. Children of Caliber Schools: K-8 Charter teachers and staff
  - d. Children of founding team members
3. No other exemptions other than those listed above in 2.a through 2.d shall be used during the PCSGP funding period.
4. The sum of all exemptions for children of Caliber Schools: K-8 Charter teachers, staff and founding team members will not exceed 10% of total enrollment.
5. The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance. The Caliber Schools: K-8 Charter reserves the right to modify the admissions and public random drawing processes and procedures to comply with the requirements of the PCSGP in any year in which the school receives PCSGP funds. Such changes to comply with the PCSGP will not be deemed a material revision of the charter and Caliber Schools: K-8 Charter is authorized to pledge compliance with the PCSGP’s admissions requirements as a condition of receipt of these funds. Such changes to comply with

---

<sup>56</sup> As defined per Charter School Board policy and definition of “Founding Team Members.”

the PCSGP will require approval of the District Superintendent. Any changes to the admissions and public random drawing processes and procedures other than as necessary to comply with the PCSGP shall be deemed a material revision of the charter and shall be processed in accordance with Education Code Sections 47607 and 47605.

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. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will a wait list carry over to the following school year.

Lottery rules, deadlines, dates and times for the random drawing will be communicated in the enrollment applications and on the 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 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.

## **Element I: Financial Audit**

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

### **Fiscal Controls**

Caliber Schools: K-8 Charter will be a fiscally independent, direct funded charter school. The Board of Directors 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 Schools: K-8 Charter's finances is the responsibility of the School Leader who will be assisted by the Operations Coordinator.

We have created a proposed budget that reflects operational funding levels including revenues and expenses for our planning year and first five years of operation. The budget also includes monthly cash flow projections for the first five years of operation. The five year budget, cash flow and assumptions can be found in Appendix BO-1 and BO-2.

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

If Caliber Schools: K-8 Charter chooses to apply for the Charter School Revolving Loan Fund, we will comply with all obligations pursuant to California Education Code § 41365.

### **Annual Audit**

An annual independent financial audit of the books and records of the Caliber Schools: K-8 Charter will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the 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 of Directors will form an Audit Committee that will annually oversee the selection of an independent auditor who has experience in education finance, and will oversee the completion of an annual audit of Caliber Schools: K-8 Charter's financial books and records. This audit will be conducted in accordance with the applicable Generally Accepted Accounting Principles and applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's K-12 Audit Guide, and will verify the accuracy of the Caliber Schools: K-8 Charter'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 applicable Office of Management and Budget Circulars. Caliber Schools will provide the internal controls policy, the full general ledger accounting system, and any reports requested to be provided by the school to the auditors. The school will also make available the receivable and disbursement files.

The annual audit will be completed each year and will be 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.

The Audit Committee will review any audit exceptions or deficiencies and report recommendations to the Board of Directors of Caliber Schools 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 by the District concerning the resolution of audit exceptions or deficiencies shall be referred to the dispute resolution process described in Element N, herein. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel ("EAAP") in accordance with applicable law.

The independent financial audit of Caliber Schools: K-8 Charter will be public record, to be provided to the public upon request.

## **Element J: Student Discipline, Suspension and Expulsion Procedures**

*Governing Law: The procedures by which pupils can be suspended or expelled. —California Education Code Section 47605(b)(5)(J).*

Caliber Schools: K-8 Charter will establish a school-wide behavior plan that makes expectations for student behavior clear, provides for extrinsic rewards (while building towards students developing the ability to provide their own intrinsic rewards), and describes consistent and escalating consequences for inappropriate behavior. This plan will be distributed to families and students, and students will be taught the elements of the plan.

See Appendix J-1 for draft Code of Conduct and Behavior Plan

Should a student's inappropriate behavior escalate or be severe enough to warrant suspension or expulsion, the procedures for suspension and expulsion of Caliber Schools: K-8 Charter's students are based on the procedures identified in the California Education Code. The policies and procedures for suspension and expulsion will be periodically reviewed and the list of offenses for which students are subject to suspension and expulsion will be modified as necessary. The Charter School will notify WCCUSD of any expulsions. The Charter School will account for suspended or expelled students in its average daily attendance accounting as provided by law.

In the case of a special education student, or a student who receives 504 accommodations, the Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine 1) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or 2) if the conduct in question was the direct result of the LEA's failure to implement the 504 plan or IEP. If it is determined that the student's misconduct was not caused by or had direct and substantial relationship to the child's disability or the conduct in question was not a direct result of the LEA's failure to implement the 504 plan or IEP, the student may be expelled.

### **Suspension and Expulsion Policies**

In accordance with California Education Code § 48900-48927, the school will maintain clear, systematic policies governing suspension and expulsion. These policies will be reviewed at least annually and modified as necessary. Certain offenses will result in in-school suspensions while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the school in grave physical danger – will be considered grounds for expulsion. Suspended students will be responsible for completing all missed work in a timely fashion.

In case of severe or repeated violations, the school leadership may recommend that a student be expelled. The School Leader has the right to recommend for expulsion any student whom he/she has cause to believe has engaged in conduct on school grounds or at a school-sponsored activity which endangers persons or property, is seriously disruptive of the educational process, or violates a publicized policy.

The suspension and expulsion policy is based upon CA Education Code requirements and the policies governing discipline at other high-performing urban charter schools. The Board of Directors will approve the policy; administrators and teachers will communicate the policy to parents and students. A student may be recommended for suspension or expulsion for any of the following reasons, as specified in the Education Code Section 48900:

- Caused, attempted to cause, or threatened to cause physical injury to another person
- Willfully used force or violence upon the person of another, except in self-defense
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, which is concurred by the School Leader or a designee of the School Leader
- Unlawfully possessed, used, sold, or otherwise furnished, or was under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant
- Committed or attempted to commit robbery or extortion
- Caused or attempted to cause damage to school property or private property (includes, but is not limited to, electronic files and databases)
- Stole or attempted to steal school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed or used tobacco, or any products containing tobacco or nicotine, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel (exception made for use or possession by a student of his or her own prescription products)
- Committed an obscene act or engaged in habitual profanity or vulgarity
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties

- Knowingly received stolen school property or private property (includes, but is not limited to, electronic files and databases)
- Possessed an imitation firearm
- Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code
- Harassed, threatened, or intimidated a student who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that student from being a witness or retaliating against that student for being a witness, or both
- Engaged in, or attempted to engage in, hazing as defined in Section 32050
- Aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person (suspension only)
- Committed sexual harassment (grades 4-12)
- Caused, attempted to cause, threatened to cause, or participated in the act of hate violence (grades 4-12)
- Engaged in harassment, threats, or intimidation directed against school District personnel or students (grades 4-12), that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or students by creating an intimidating or hostile educational environment
- Made terrorist threats against school officials, school property, or both

Students may be expelled for any of the following reasons, as specified in the Education Code Section 48915:

- Causing serious physical injury to another person
- Possession of any firearm, knife, explosive, or other dangerous object
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind
- Robbery or extortion
- Assault or battery upon any school employee
- Committing or attempting to commit a sexual assault or sexual battery as defined Section 48900 of the Education Code

Students are subject to mandatory expulsion from Caliber Schools: K-8 Charter for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

See Appendix J-2 for the draft suspension and expulsion policy and procedures.

## **Element K: Staff Retirement System**

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

Caliber Schools will make all contributions legally required of employers in California such as Medicare, workers compensation, Social Security (for employees who are not part of STRS), and unemployment insurance. In compliance with Education Code § 47611, we will inform all applicants for positions within the school about their retirement options and transferability, or lack thereof, of retirement programs in which they currently participate. The School Leader shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

### **Certificated Personnel**

Teachers and administrators who hold valid California credentials and meet all eligibility requirements will be part of the State Teachers' Retirement System (STRS). The rights and obligations under this system that apply to the teachers at non-charter schools within the District shall apply to the eligible teachers at Caliber Schools: K-8 Charter. The school will make contributions to these accounts at the appropriate rate.

We will forward all required data to WCCUSD to facilitate their reporting on our behalf to STRS pursuant to Education Code § 47611.3.

Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account.

### **Classified Personnel**

For non-certificated, full-time employees, the school will contribute to Social Security and will also contribute 2% of each classified employee's salary to a 403(b) retirement account.

## **Element L: Attendance Alternatives**

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

No student shall be required to attend Caliber Schools: K-8 Charter. The parent or guardian of each pupil enrolled in the 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 the Caliber Schools: K-8 Charter, except to the extent that such right is extended by the local education agency. A student who chooses not to attend the Caliber Schools: K-8 Charter, or whose conduct requires that student's involuntary transfer from the school, may attend either a local public school to which s/he is assigned or chooses. In addition, s/he can pursue an inter district transfer in accordance with existing enrollment and transfer policies of WCCUSD.

## **Element M: Description of Employee Rights**

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

No public school district employee shall be required to work at the Caliber Schools: K-8 Charter. Permanent employees of the WCCUSD who leave their positions to work at Caliber Schools: K-8 Charter will have no automatic rights of return to the District after employment by the school unless specifically granted by the District through a leave of absence or other agreement. Caliber Schools: K-8 Charter's employees shall have any right upon leaving the District to work in the school that the District may specify, any rights of return to employment in a school district after employment at Caliber Schools: K-8 Charter that the District may specify, and any other rights upon leaving employment to work in the Caliber Schools: K-8 Charter that the District determines to be reasonable and not in conflict with any law. To the extent that it is consistent with the District's policies, as well as Caliber Schools: K-8 Charters' adopted personnel policies, such employees may opt to purchase employee benefits from the District, or have the school purchase employee benefits on their behalf.

All employees of the Caliber Schools: K-8 Charter will be considered the exclusive employees of Caliber Schools and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Caliber Schools. Employment by Caliber Schools provides no rights of employment at any other entity, including any rights in the case of closure of the school.

## **Element N: Dispute Resolution Process**

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

The following provisions are intended to define a mechanism for: (a) the resolution of any disputes between Caliber Schools: K-8 Charter and the District pursuant to their policies and; (b) ensuring the high operational standards of the Caliber Schools: K-8 Charter while minimizing the oversight burdens on the District. With respect to each of these procedures, it is Caliber Schools' intention that all public commentary be withheld pending full resolution.

Caliber Schools will provide the District a copy of its Uniform Complaint Process.

### **Disputes between Caliber Schools or Caliber Schools: K-8 Charter and the District**

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 Schools: K-8 Charter and WCCUSD will be encouraged to attempt to resolve any disputes with WCCUSD amicably and reasonably without resorting to formal procedures. The Caliber Schools: K-8 Charter acknowledge 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 Schools: K-8 Charter and WCCUSD, the staff, employees, and Board members of Caliber Schools, and WCCUSD agree to first frame the issue in written format ("dispute statement") and refer the issue to the Superintendent and the School Leader of the Caliber Schools: K-8 Charter. In the event that WCCUSD's Board of Directors believes that the dispute relates to an issue that could lead to revocation of the charter in accordance with Education Code Section 47607, 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 pre requisite to the WCCUSD's ability to proceed with revocation in accordance with Education Code Section 47607.

The School Leader of the Caliber Schools: K-8 Charter, leadership of Caliber Schools, and Superintendent of WCCUSD shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than 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 Schools: K-8 Charter, and leadership of

Caliber Schools, and attempt to resolve the dispute within 15 business days from receipt of the dispute statement. If this joint meeting fails to resolve the dispute, the Superintendent, leadership from Caliber 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 Superintendent and Caliber Schools leadership. Mediation shall be held within sixty business days of receipt of the dispute statement. The costs of the mediator shall be split equally between WCCUSD and the Caliber Schools: K-8 Charter. 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 WCCUSD and Caliber Schools.

## **Element O: Labor Relations**

*Governing Law: A declaration 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 (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). —California Education Code Section 47605(b)(5)(O).*

Caliber Schools shall be deemed the exclusive public school employer of the employees of Caliber Schools: K-8 Charter for the purposes of the Education Employment Relations Act and with respect to collective bargaining. As such, Caliber Schools will comply with all provisions of the Educational Employment Relations Act (EERA) and will act independently from the District for bargaining purposes.

In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be employed on an individual basis. In compliance with California law, all employees are employed “at will” and unless otherwise specified in writing and approved by Caliber Schools, not for a specified term.

## **Element P: Closure of the Charter School**

*Governing Law: A description of 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. —California Education Code Section 47605(b)(5)(P).*

Should Caliber Schools: K-8 Charter cease operation, Caliber Schools shall comply with all portions of Education Code section 47605, subdivision (b)(5)(P) and Title 5, California Code of Regulations, section 11962 regarding the closure of the School. The entity responsible for conducting closure related activities shall be Caliber Schools. Closure of the Caliber Schools: K-8 Charter shall be documented by official action of the Board of Directors of Caliber Schools. The action will identify the reason for closure. The District will work cooperatively to assist Caliber 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 Schools: K-8 Charter will be issued by the school within 72 hours 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 within the same time frame.
  - a. The written notification will also include information on assistance in transferring each student to another appropriate school, and a process for the transfer of all student records.
  - b. The process for transferring student records to the receiving schools shall be in accordance with District procedures for students moving from one school to another.
  - c. Parents will also be provided with student information that includes closure notice, grade reports, discipline records, immunization records, completed coursework and credits that meet graduation requirements.
2. Written notification to WCCUSD and other relevant Districts of the list of returning students and their home schools, to be made within 72 hours of the determination of the Closure Action.
3. Transfer of student records, including cumulative files, to the receiving schools, within seven calendar days from the determination of an Action to Close.
4. Written notification to the County Office of Education, California Department of Education, the SELPA, STRS, and the federal social security system of the Closure Action shall be made by Caliber Schools by registered mail within 72 hours of the decision to Closure Action.

5. All written notifications regarding the Closure Action shall include the effective date of the closure; the name(s) of and contact information for the person(s) to whom reasonable inquiries may be made regarding the closure; the pupils' school districts of residence; and the manner in which parents/guardians may obtain copies of pupil records, including specific information on completed courses and credits that meet graduation requirements.
6. As applicable, Caliber Schools will provide parents, students and WCCUSD 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 Schools will ask WCCUSD to store original records of the Caliber Schools: K-8 Charter students. All student records of the Caliber Schools: K-8 Charter shall be transferred to WCCUSD upon closure. If WCCUSD will not or cannot store the records, Caliber Schools: K-8 Charter shall work with WCCUSD to determine a suitable alternative location for storage.
7. All state assessment results, special education records, and personnel records will be transferred to and maintained by Caliber Schools in accordance with applicable law.
8. A financial closeout audit of the school will be paid for by Caliber Schools to determine the disposition of all assets and liabilities of the Caliber Schools: K-8 Charter, 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 the Caliber Schools: K-8 Charter. The assets of the Caliber Schools: K-8 Charter shall first be prioritized towards paying any debts of the Caliber Schools: K-8 Charter including any overpayment or over apportionment of state funding, and any and all fees or sums owed to WCCUSD. All other assets shall be distributed in accordance with the applicable laws and regulations and, to the extent permitted, may be distributed by Caliber Schools to other charter schools operated by Caliber Schools. The final independent audit shall be completed within six months from the last day of student attendance and will be provided to WCCUSD promptly upon its completion.
9. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Caliber Schools: K-8 Charter will be the responsibility of Caliber Schools and not WCCUSD. Caliber Schools understands and acknowledges that it will cover the outstanding debts or liabilities of the Caliber Schools: K-8 Charter. Any unused monies at the time of the audit will be returned to the appropriate funding source.

10. Caliber 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 WCCUSD property that is used by the Caliber Schools: K-8 Charter remains District property, is not an asset of Caliber Schools: K-8 Charter, and must be returned to WCCUSD when the Caliber Schools: K-8 Charter closes.
11. For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Caliber Schools Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.
12. The Caliber Schools Board shall adopt a plan for wind up of the school and, if applicable, the corporation, in accordance with the requirements of the Corporations Code.
13. In addition to a final audit, Caliber Schools will also submit any required year end financial reports and any annual reports required pursuant to Education Code Section 47604.33.
14. As specified by the Budget in the Appendix, the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.

## **Business Operations**

### **Budgets**

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

Caliber Schools: K-8 Charter will ensure that it operates using a sound financial model. The five year budget, cash flow and assumptions can be found in Appendix BO-1 and BO-2. These documents are based upon the best data available to the petitioners at this time.

The budget demonstrates that when the School is fully enrolled with 810 students, it expects to be sustainable on public funding.

### **Financial Reporting**

Caliber Schools: K-8 Charter has drafted a complete set of fiscal control policies and procedures (Appendix I-1) for the school's operation. Caliber Schools: K-8 Charter shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

### **Insurance**

Caliber Schools: K-8 Charter 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 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**

*Governing Law: The manner in which administrative services of the School are to be provided. —California Education Code Section 47605(g).*

With the exception of services performed by WCCUSD in providing oversight to Caliber Schools: K-8 Charter as defined by Education Code Section 47604.32, all charter-requested services from WCCUSD 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 the general-purpose entitlement and categorical block grant, as defined in

subdivisions (a) and (b) of Section 47632. Subject to availability, Caliber may request WCCUSD services on a pay-for-service basis as agreed in a separate memorandum of understanding with the District.

The school reports daily attendance requirements to WCCUSD in a format acceptable to the district and state. Required reports regarding daily attendance are completed and submitted to requesting agencies.

Caliber Schools: K-8 Charter plans to contract with EdTec<sup>57</sup> for business back office services. EdTec currently supports over 250 charter schools, including several already operating in WCCUSD, across a comprehensive range of services. The organization's economies of scale deliver senior, experienced personnel specializing in various areas of school management, development of benchmarks and best practices.

### **Facilities**

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

Caliber will operate within the boundaries of West Contra Costa Unified School District. Caliber wishes to be located in Richmond, El Cerrito or San Pablo. A description of Caliber Schools: K-8 Charter's anticipated facility requirements for the first year of operation is included in Appendix BO-4.

Caliber Schools intends to submit an application for use of district facilities under Prop 39. In the event that the legally compliant offer made by WCCUSD for a charter facility does not align with our desired location, we will find a suitable temporary private facility to meet our needs while we continue a dialogue with WCCUSD around long-term options. We have begun this diligence through the engagement of a local commercial real estate firm. While appreciating that the landscape will change between now and when we would need to enter into a lease for the 2014-2015 school year, we have identified several facilities that would meet our needs and we understand the costs associated with both the lease and anticipated upgrades.

### **Transportation**

The 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 in accordance with the MOU between the District and Caliber Schools: K-8 Charter if the school operates as a public school of the District for special education purposes, but solely by Caliber in accordance with SELPA policy and the IDEIA once Caliber becomes an LEA and a member of the SELPA as intended by this charter.

---

<sup>57</sup> <http://www.edtec.com/>

## **Impact on the Charter Authorizer**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. — California Education Code Section 47605(g).*

### **Potential Civil Liability Effects**

#### **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 Schools: K-8 Charter shall be operated by a California non-profit public benefit corporation, Caliber 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(c), 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 shall 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 Schools shall provide for indemnification of the School's Board, officers, agents, and employees. The 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 Schools maintains for the operation of Caliber Schools: K-8 Charter.

The Board of Caliber Schools 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 West Contra Costa Unified School District will be fulfilling the intent of the California Legislature to encourage the establishment of charter schools.

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

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

### **Pursuant to Education Code §47605:**

Charter law outlines the criteria governing the approval or denial of charter school petitions. The following excerpt is taken from the Charter Schools Act, Education Code §47605. This excerpt delineates charter approval and denial criteria:

A school district governing board 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 the 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 contain the number of signatures required.

(4) The petition does not contain an affirmation of each of the conditions described in Education Code §47605(d).

(5) The petition does not contain reasonably comprehensive descriptions of the 16 required charter elements.

Caliber pledges to work cooperatively with the District in its review of this charter as submitted. Approval of the charter shall be governed by the standards and criteria in Education Code Section 47605.

# **Appendix: Executive Summary**

ES-1: Biographies of the Founding Team

ES-2: King Solomon Academy (“The Economist”, September 2012)

ES-3: Community Engagement Materials

ES-4: Draft Student Recruitment Plan

ES-5: Letters of Support

## **ES-1: Biographies of the Founding Team**

**Allison Akhnoukh** has been working in education reform for over a decade, most recently with the Knowledge is Power Program (KIPP) Foundation where she supported the growth and sustainability of KIPP regions in California, Colorado and Texas. Prior to this work, Allison served as Director of School Portfolio Management for Oakland Unified School District where her work included oversight of the Charter School Office and implementation of the district's local accountability system. Before working at OUSD, Allison served as Director of Development for Epiphany Middle School in Dorchester, MA. Allison received a bachelor's degree in philosophy from Dartmouth College and a master's degree in business administration from Harvard Business School. She is President of the Board of Directors for Great Oakland Public Schools and lives in Oakland with her husband and two preschool aged sons.

**Matt Arciniega** is a recent alumnus of the WCCUSD and a current junior at Columbia University. In high school, Matt was a founding member of the WCCUSD Youth Commission, participated in the Ivy League Connection and served as the PTSA Vice President, class president and student school board representative at El Cerrito High School. Since entering college, Matt has worked for multiple education advocacy organizations and taught 6<sup>th</sup> grade writing at Breakthrough San Francisco. Now, he has decided to take a break from school and help with community organizing for Caliber Schools.

**Yasmin Barraza** is a mother of two and moved her family here from San Francisco in 2003. This year, she was excited to hear about a new charter school opening up in Richmond and has come on to help organize parents and get the word out. She strongly believes that opening up a charter school will open up new opportunities for better education for her children and for the children in her community.

**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 18 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

**Sam Humphrey** has served in various school site roles working in urban education for over seven years to close the achievement gap. He is currently a K-8 Associate Director at Lighthouse Community Charter School in Oakland. Previously, Sam was a founding lead teacher for ERES Academy, an Aspire Public School, leading his second and third grade classes to an average reading level growth of at least 1.5 years every year, achieving an 82% proficiency rate on the Mathematics portion of the CST, and contributing to a 217 point school-wide gain on the API over their first three years. Sam currently lives with his wife in Oakland.

**Jennifer Moses** has spent the past decade in education, public policy and philanthropy after a career in investment banking. She is a founding Trustee of Absolute Return for Kids (ARK), one of the largest children's charities in the UK, and co-founder of King Solomon Academy, an all-through state school in London. 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 thinktank Centreforum, following her banking career with Goldman Sachs. Ms Moses is a graduate of Brown University and Harvard Business School. Ms Moses is married with three children.

**Yanira Peregrina** is the parent of a fourth grader and the leader of La Casa de Esperanza at St. Mark's Catholic Church in Richmond. At St. Mark's she works to engage the community and run the church's annual festival, attended by hundreds of families every year. She also runs the church's toy drive, where they give truckloads of toys to deserving families each holiday season. Yanira is looking forward to partnering with Caliber Schools and providing a great middle school for her child and the rest of the children in the WCCUSD.

**Aaron Roy** is Pastor for Preaching and Teaching at Living Hope Neighborhood Church in Richmond. Aaron received his schooling from the Moody Bible Institute in Chicago, IL where he majored in Bible Theology. While in Chicago Aaron faithfully served in an inner city church and Para-church organization for 8 years together with his wife Sugar. In 2008 God lead them to Richmond to restart the church. Aaron has two boys Aaron & Isaiah and a daughter Eden

**Mahnaz Salvador** is the proud parent of five children ages 18, 14, 8, 4 and 2. She and her husband, Mason, are very involved in their children's education as well as their participation in Richmond Soccer Outings and Leadership (SOL) where Mason coaches. She is excited to help bring a new quality school option to children in the WCCUSD and is looking forward to being a big part of the Caliber schools.

**Kirsten Scheu** has been teaching 1st grade in a bilingual classroom at Lincoln Elementary School in Richmond for the past 3 years, where she has led her students to dramatic gains in math and reading in both Spanish and English. In the summer, Kirsten has coached 15 new pre-K teachers through Teach For America's Institute. Prior to entering the classroom, Kirsten worked on the operations team of *School of One* in New York City, serving as a site manager for one of three middle schools piloting the blended learning model. Kirsten received a bachelor's degree in Political Science from Barnard College and a master's degree in Reading Instruction from Loyola Marymount University.

**Jonathan Skolnick** has been working with urban schools and districts for the past eight years. He started out as a HS history teacher in New York City and later worked in NYC's Office of School Leadership, where he led development of several tech tools to help principals become more effective leaders. From 2009-10, he was one of the founding members of a personalized math program for middle school called School of One, and from 2010-12 he was a senior director in NYC's Innovation Zone. He was most recently Director

## **ES-2: King Solomon Academy**

*Ron Beller and Jennifer Moses, the co-founders of Caliber Schools, have a demonstrated track record of success as evidenced by their involvement with the launch of King Solomon Academy and the ARK (Absolute Return for Kids) Schools in the U.K. Below is an article printed in "The Economist" this past September highlighting the success of King Solomon Academy*

\*\*\*\*\*

## **Class acts**

### **England's schools are radically different. Now make them better**

Sep 15th 2012



AT the King Solomon Academy in London, children from the nearby tower blocks are settling into a new school year. Girls in *hijabs* mingle with Afro-Caribbean boys in over-sized new blazers. The proportion of pupils receiving free school meals because their parents are poor is three times the national average. Yet the academy, which is run by ARK, a charity, is ranked as “outstanding” by the schools inspector and has been lavishly praised by Anthony Seldon, headmaster of a leading private school.

Max Haimendorf, its young head, has adopted many ideas from American charter schools. His mission is to get as many children as possible to top universities. “It’s what changes lives,” he says. Notice-boards are festooned with information introducing children from primary level upwards to that aspiration.

Ambitious outfits like this delight Michael Gove, the education secretary. He has expanded the academies programme which began under Labour, and which aims to give schools more control over their management and curriculum (though not their admissions policies) as well as discretion to vary teachers' pay. Over half of state secondary schools are now academies. The coalition is also pushing free schools, created by parents and other groups dissatisfied with the local offerings. So far 79 free schools have opened, with another 100 in the pipeline.

That Britain's schools need to be transformed is clear. A new OECD report, *Education at a Glance*, notes that British pupils slipped down the international league tables in the past decade despite a big increase in spending, which doubled in real terms under the last Labour government. Asian and former communist countries in eastern Europe are leaving them behind.

Yet the government, so bold in many ways, has not dared to claim that its reforms will push the nation's pupils up the rankings. England's schools are different, but not yet demonstrably better (Scotland and Wales oversee their own schools, though not with much distinction). And as the schools revolution rolls on, new problems are popping up.

The spread of more autonomous schools has created a gap in accountability, which has been filled in a piecemeal way. Getting sluggish local authorities out of running schools is one thing. Ensuring effective intervention when things go wrong in academies or free schools is another. At the moment this role is left to the Department for Education—a state of affairs described by one critic as “Napoleonic” (it is also odd, given the coalition's enthusiasm for pruning Whitehall bureaucracy).

The education secretary's ability to send strong reformist signals, so useful in encouraging the growth of academies, can cause a mess. A row over the sudden downward revision of English GCSE grades suggest that the qualifications regulator responded to pressure to make exams tougher—a favourite theme of Mr Gove—without giving due warning of the shift in grade boundaries or how to address them.

Another conundrum is what to do if an academy or free school under-performs (in America, charter schools close every year). Sir Michael Wilshaw, head of OFSTED, the schools inspectorate, hankers for powers to inspect academy chains as well as the local authorities who run the country's remaining (and frankly neglected) comprehensive schools. OFSTED only has the right to inspect individual schools: a hangover from the previous system. One remedy might lie in the creation of powerful regional school commissioners, who could demand changes, send in improvement teams when things go awry and generally strive to outdo one another. A flaw in

both Labour and Conservative school-reform efforts is that there is little drive for improvements to spread round the country. A keener sense of regional responsibility might help.

Ultimately, though, no amount of structural change, interventions or inspections counts for as much as good teaching. Lord Adonis, a former Labour minister who set up the academies programme, says it is “simply absurd” that top universities have no stake in teacher-training, a job left too long, he says, to “under-par educational sociologists”. The best schools could be given more autonomy and incentives to help train teachers, ensuring that newcomers learn from the best of their profession, not the middling performers. Rewards need sharpening, just as poor performers should be edged out more quickly. The coalition, which has supported “golden hellos” for some graduates training as teachers, could do more to entice top maths and science performers. (It might not harm to recruit a few teachers from the Asian Tiger economies, too, if only to impress parents with the amount of homework they would set.)

England’s reforms are sound—just not sufficient by themselves to transform outcomes. The focus should now be on acquiring as many brilliant teachers as possible, as fast as possible. Pursuing that aim, rather than judging progress by the numbers of freshly-hatched schools, is the vital next step towards better education.

## **ES-3: Community Engagement Materials**

# Parent and Community Members

## We need your help!



### Caliber Schools

### K-8 Charter

A new free public school



We are working to open a new school in 2014 that is **RIGOROUS, PERSONALIZED, SAFE** and prepares students to be successful in **FOUR YEAR COLLEGE, CAREER** and **COMMUNITY**.

To make this vision a reality, **PLEASE JOIN US!**  
Come share your thoughts:

Date	Time	Location
January 16 <sup>th</sup>	9:00 – 10:30 am <i>coffee served</i>	<b>Nevin Community Center</b> 598 Nevin Ave, Richmond
January 26 <sup>th</sup>	12:00 – 1:30 pm <i>lunch served</i>	<b>Booker T Anderson Center</b> 960 South 47 <sup>th</sup> St, Richmond
January 31 <sup>st</sup>	6:00 – 7:30 pm <i>dinner served</i>	<b>Shields-Reid Center</b> 1410 Kelsey St, Richmond

Childcare and Spanish translation services available at all meetings.

To learn more about Caliber Schools please visit our website ([www.caliberschools.org](http://www.caliberschools.org)), email us at [info@caliberschools.org](mailto:info@caliberschools.org) or call Allison Akhnoukh at (510) 255-0362

# Padres y Miembros de la Comunidad Necesitamos su ayuda!



**Caliber Schools**  
**K-8 Charter**  
Una nueva escuela  
pública gratuita



Estamos trabajando para abrir una nueva escuela en 2014 que es **RIGUOSO, PERSONALIZADO, SEGURO**, y prepara a los estudiantes para tener éxito en **UNIVERSIDAD, CARRERA y LA COMUNIDAD**.

Para hacer realidad esta visión, **POR FAVOR ÚNASE NOSOTROS!** Venga a compartir sus pensamientos:

Date	Time	Location
16 de enero	9:00 – 10:30 am <i>café servido</i>	<b>Nevin Community Center</b> <i>598 Nevin Ave, Richmond</i>
26 de enero	12:00 – 1:30 pm <i>almuerzo servido</i>	<b>Booker T Anderson Center</b> <i>960 South 47<sup>th</sup> St, Richmond</i>
31 de enero	6:00 – 7:30 pm <i>cena servida</i>	<b>Shields-Reid Center</b> <i>1410 Kelsey St, Richmond</i>

Los servicios de guardería y traducción estarán disponibles en todas las reuniones.

Para obtener más información acerca de las escuelas Caliber por favor visite nuestro sitio web ([www.caliberschools.org](http://www.caliberschools.org)), email [info@caliberschools.org](mailto:info@caliberschools.org) o llame Allison Akhnoukh al (510) 255-0362

# CaliberSchools

**Tuition Free Public K-8 Charter School opening in Fall 2014**  
**Serving families in Richmond, San Pablo and El Cerrito**

## **SAFE SCHOOL**

Students support each other  
and families are welcome



## **STRONG ACADEMICS**

Students are prepared to be  
successful in four year college

## **BEYOND STATE TESTS**

Students learn character skills,  
computer coding and life skills  
such as health and financial  
literacy



## **MORE TIME IN SCHOOL**

A longer school day and a  
shorter summer break

**Upcoming Community Meeting:**

**6:00pm on February 26, 2013**

**Living Hope Church (2800 Rheem Ave, Richmond, CA 94804)**

**For More Information:**

**Call Matt Arciniega: (510) 334-6367**

**Visit our website: [WWW.CALIBERSCHOOLS.ORG](http://WWW.CALIBERSCHOOLS.ORG)**

# CaliberSchools

**Matrícula Gratis Escuela Pública K-8 Charter**

**La Apertura: Otoño de 2014**

**Sirviendo a las familias en Richmond, San Pablo y El Cerrito**

## **ESCUELA SEGURA**

Los estudiantes se apoyan mutuamente y las familias son bienvenidas



## **ACADÉMICOS FUERTES**

Los estudiantes están preparados para tener éxito en la universidad de cuatro años

## **MÁS QUE LAS PRUEBAS DEL ESTADO**

Los estudiantes aprenden habilidades de carácter, código de computadoras y habilidades para la vida como la salud y la educación financiera



## **MÁS TIEMPO EN LA ESCUELA**

Los días de escuela más largos las vacaciones de verano más cortas

**Una Reunión de la Comunidad:**

**6:00pm el 26 de febrero 2013**

**Living Hope Church (2800 Rheem Ave, Richmond, CA 94804)**

**Para más información:**

**Llame a Matt Arciniega: (510) 334-6367**

**Visite nuestro sitio web: [WWW.CALIBERSCHOOLS.ORG](http://WWW.CALIBERSCHOOLS.ORG)**

# Caliber Schools: K-8 Charter

## Community Meeting

Nevin Community Center

*January 16, 2013*



# Agenda

- **Introductions**
- **Ark Schools video**
- **Feedback from community conversations**
- **Description of Caliber program**
- **Discussion**
- **How to get involved**

# Feedback from Community Conversations

“90% of parents want their kids to go to college. Only 10% of students actually make it.”

“I’m scared to send my child to DeJean.”

“My child is not getting the attention that she needs.”

“I wish my school was more welcoming.”

# Feedback from Community Conversations

Parents expressed a desire for schools that:

- Prepare students for college
- Are safe
- Personalize education for each child
- Involve and welcome parents

**We want to work with you to create this school**

# Caliber Schools: K-8 Charter

- Free K-8 public charter school
- Rigorous college preparatory academics
- Serving Richmond, El Cerrito and San Pablo
- Projected Fall 2014 opening (K-3)



# Caliber Schools Mission

**Our mission is to provide all students with the skills they will need to succeed in college, career and community.**

# High Expectations and No Excuses

Academic: Students must master skills before moving ahead

Behavior: Zero tolerance for disruptive or anti-social behavior.

Students must respect themselves and others



# Rigorous Curriculum

- College preparatory
- Intense focus on writing
- All students learn computer programming



## Beyond State Standards

- Focus on developing character strengths such as perseverance, self control and intellectual curiosity
- Project based learning for classes such as science and social studies
- Lessons on life skills such as financial and health literacy



# Personalized Education

- Learning Plan for each student with weekly goal setting meetings
- Differentiated small group instruction
- Collaborative group projects
- Individualized online curriculum



# A Joyful and Supportive Community

- Older students support and tutor younger students
- Each student will belong to a multi-age house
- Daily whole school meetings



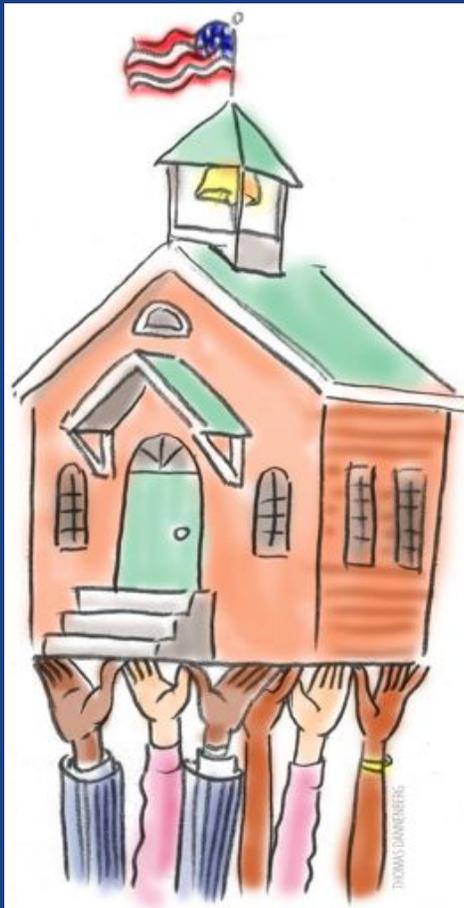
## More Time in School

- School Day: 7:30 – 4:30
- School Year: Minimum of 185 days, with extra days as needed
- School Calendar: Longer winter break, shorter summer break



# Community Focus

- Parents and caregivers are always welcome
- Volunteering in school is expected
- School community dinners and events



# Experienced Team

- **Ron Beller & Jennifer Moses**
  - King Solomon Academy
  - ARK network of schools
  - New York City Department of Education
- **Allison Akhnoukh**
  - Oakland Unified School District
  - KIPP network of charter schools
- **Jonathan Skolnick**
  - Junyo
  - School of One
  - New York City Department of Education, iZone

# Discussion

- **What reactions do you have to the Caliber model?**
- **What is most important to you in a high quality school?**
- **What are your biggest concerns about your current school options?**
- **What other questions do you have?**

# A Call to Action

- **Sign our petition** (parents and/or caregivers of children ages 3 – 6)
- **Get others to sign our petition**
  - 200+ parent and/or caregivers signatures needed for charter submission
- **Encourage others to attend upcoming information meetings**
  - January 26th (12:00) – Booker T Anderson Center
  - January 31<sup>st</sup> (6:00) – Shields–Reid Center
- **Advocate for Caliber Schools in the community**
  - January/February: collect signatures
  - March/April: attend public hearings

# Caliber Schools: K-8 Charter

Junta Comunitaria

Centro Comunitario de Nevin

*Enero 16, 2013*



# Agenda

- **Introducciones**
- **Video de escuelas Ark**
- **Comentarios de la comunidad**
- **Descripcion del programa de Caliber**
- **Discusión**
- **Como Involucrarse**

# Comentarios de Conversaciones de la Comunidad

“90% de todos los padres de familia quieren que sus hijos vayan al colegio. Solo 10% de los estudiantes quieren ir al colegio.”

“Tengo miedo mandar a my hijo a DeJean.”

“Mi hijo no esta recibiendo el atencion que necesita.”

“Como deseo que mi escuela sea mas hospitalario.”

# Comentarios de Conversaciones de la Comunidad

Padres que expresaron un deseo para una escuela que:

- Prepare los estudiantes para el colegio
- Sea seguro
- Personalize la educacion para cada niño
- Involucre y invite a los padres de familia

**Queremos trabajar juntos  
para crear esta escuela**

# Escuelas Caliber: K-8 Charter

- Escuela charter de K-8 gratis
- Educacion riguroso para la preparacion de colegio
- Sirviendo a las ciudades de Richmond, El Cerrito y San Pablo
- Inauguracion proyectado para el otoño del 2014 (K-2)



# Mision de Escuelas Caliber

**Nuestra mision es proveer a todos nuestros estudiantes con las herramientas que se requiere para tener éxito en el colegio, carrera y en la comunidad.**

# Expectaciones altas y Nada de Excusas

Academico: Estudiantes logran maestria de las habilidades necesarias para avanzar.

Comportamiento: Zero tolerancia para el estudiante que interrumpe o demuestra comportamiento anti-social. Los estudiantes tendran respeto a si mismos, a sus compañeros, y a los demas.



# Curriculo Riguroso

- Preparacion para el colegio
- Enfoque intenso hacia la escritura
- Todos los estudiantes aprenderan programacion de computadoras.



# Traspasando Normas Estatales

- Enfoque en el desarrollo de las fortalezas de caracter como la perseverancia, autocontrol, y curiosidad intelectual.
- Aprendizaje tras proyectos para clases como las ciencias naturales y ciencias sociales.
- Lecciones en alfabetismo financiero y en la salud.



# Educacion Personalizada

- Planificacion de aprendizaje para cada estudiante con juntas semanales para establecer metas.
- Instruccion especial de grupo pequeño
- Proyectos colaborativos de grupo
- Curriculo de la red individualizado



# Una comunidad de apoyo y comunidad gozosa

- Estudiantes grandes apoyaran y les daran tutoria a los estudiantes mas jovenes.
- Cada estudiante pertenecera a un hogar de multiples edades
- Juntas diarias de toda la escuela.



# Más tiempo en la escuela

- Dias Escolares: 7:30-4:30
- Año Escolar: Mínimo de 185 días, con días adicionales, según sea necesario
- Calendario Escolar: Vacaciones del invierno mas largo, vacaciones de verano mas corto.



# Enfoque Comunitario

- Padres y cuidadores siempre son bienvenidos
- Voluntarios en la escuela es esperado
- Cenas comunitarias y eventos comunitarios



# Equipo con Experiencia

- **Ron Beller & Jennifer Moses**

- La Academia de King Solomon
- ARK network de escuelas
- Departamento Educativo de la Ciudad de Nueva York

- **Allison Akhnoukh**

- Distrito Unificado Escolar de Oakland
- KIPP network de escuelas charter

- **Jonathan Skolnick**

- Junyo
- School of One
- Departamento Educativo de la Ciudad de Nueva York, iZone

# Discusión

- Cuales son sus reacciones al modelo de Caliber?
- Que es lo mas importante para usted en una escuela de calidad alta?
- Cuales son su preocupaciones de las opciones escolares en el presente?
- Que otras preguntas tiene?

# Un Llamado a Actuar Inmediatamente

- **Firmar nuestra peticion (padres de familia de edades 3–6)**
- **Pedirle a los demas que firmen nuestra peticion**
  - 200+ padres de familia se requieren para presentar la propuesta
- **Anime a otros que vayan a las juntas de informacion**
  - Enero 26 (12:00) – Booker T Anderson Center
  - Enero 31 (6:00) – Shields–Reid Center
- **Sea voluntario para la causa de la escuelas Caliber en la comunidad**
  - Enero/Febrero: juntar firmas
  - Marzo/Abril: asistir audiencias publicas

## **ES-4: Draft Student Recruitment Plan**

## Caliber Schools: Draft Student Recruitment Plan

Draft as of February, 2013

### STRATEGIES

Strategy	Description	Responsible
<u>Spring 2013</u> Family Leadership Council	<ul style="list-style-type: none"> <li>Identify 5-7 parent leaders to support leadership of community outreach efforts</li> <li>Meet monthly to assess progress</li> <li>Staff outreach meetings and other efforts</li> </ul>	<ul style="list-style-type: none"> <li>Founding Team, Community Engagement Lead</li> <li>Board members</li> <li>School Leader (once identified)</li> </ul>
<u>Fall/Winter 2013</u> Preschool outreach	<ul style="list-style-type: none"> <li>Leverage existing relationships with: Balboa, George Miller III, YMCA – Richmond, Crescent Park, Las Deltas, and Brookside</li> <li>Attend monthly information meetings at preschools</li> <li>Attend “Kinder nights” at preschools</li> </ul>	<ul style="list-style-type: none"> <li>Family Leadership Council</li> <li>Board members</li> <li>School Leader (once identified)</li> <li>Community engagement intern</li> </ul>
<u>Fall 2013</u> Information meetings	<ul style="list-style-type: none"> <li>Host 5-7 information meetings to share information about Caliber and recruit students</li> <li>Collect enrollment forms</li> </ul>	<ul style="list-style-type: none"> <li>Family Leadership Council</li> <li>Board members</li> <li>School Leader (once identified)</li> <li>Community engagement intern</li> </ul>
<u>Fall 2013</u> Outreach to families who signed petition	<ul style="list-style-type: none"> <li>Contact all parents who signed charter petition</li> <li>Collect enrollment forms</li> </ul>	<ul style="list-style-type: none"> <li>Family Leadership Council</li> <li>Board members</li> <li>School Leader (once identified)</li> <li>Community engagement intern</li> </ul>
<u>Fall/Winter 2013</u> Information booths	<ul style="list-style-type: none"> <li>Set up information booths at high traffic locations including: local supermarkets, flea market, soccer and other sports events</li> </ul>	<ul style="list-style-type: none"> <li>Family Leadership Council</li> <li>Board members</li> <li>School Leader (once identified)</li> <li>Community</li> </ul>

		engagement intern
<u>March 2014</u> Lottery	<ul style="list-style-type: none"> <li>Assess applications to date</li> <li>Draw lottery</li> </ul>	<ul style="list-style-type: none"> <li>School Leader</li> </ul>
<u>Winter/Spring 2014</u> Continued recruitment	<ul style="list-style-type: none"> <li>Additional preschool meetings</li> <li>Additional information meetings</li> <li>Additional information booths</li> </ul>	<ul style="list-style-type: none"> <li>School Leader</li> </ul>
<u>Spring 2014</u> Information meeting with enrolled families	<ul style="list-style-type: none"> <li>Welcome meeting</li> <li>Completion of Family Commitment forms</li> </ul>	<ul style="list-style-type: none"> <li>School Leader</li> </ul>
<u>Summer 2014</u> Home visits	<ul style="list-style-type: none"> <li>Home visits with all enrolled families to confirm attendance</li> </ul>	<ul style="list-style-type: none"> <li>School Leader</li> </ul>

### **TARGETS**

<b>Date</b>	<b>Target</b>	<b>On track? Yes/No</b>
9.1.13	<ul style="list-style-type: none"> <li>Family Leadership Council established</li> </ul>	
10.15.13	<ul style="list-style-type: none"> <li>2-3 information meetings held</li> <li>100% of petition signatures contact</li> <li>100 applications received</li> </ul>	
12.1.13	<ul style="list-style-type: none"> <li>5-7 information meetings held</li> <li>100% of petition signatures contacted</li> <li>150 applications received</li> </ul>	
1.1.13	<ul style="list-style-type: none"> <li>250 applications received</li> </ul>	
2.1.13	<ul style="list-style-type: none"> <li>300 applications received</li> </ul>	
3.1.13	<ul style="list-style-type: none"> <li>270 enrolled students</li> <li>30 student waitlist</li> </ul>	
6.1.13	<ul style="list-style-type: none"> <li>270 enrolled students</li> <li>50 student waitlist</li> </ul>	
8.15.13	<ul style="list-style-type: none"> <li>100% of home visits completed</li> <li>270 enrolled students</li> <li>50 student waitlist</li> </ul>	
9.1.13	<ul style="list-style-type: none"> <li>270 enrolled students</li> </ul>	

### **BUDGET**

<b>Item</b>	<b>Amount</b>	<b>Total</b>
-------------	---------------	--------------

Printing	<ul style="list-style-type: none"><li>• \$3,000</li></ul>	\$3,000
Food	<ul style="list-style-type: none"><li>• 20 events</li><li>• \$150 per event</li></ul>	\$3,000
Venue Rental	<ul style="list-style-type: none"><li>• 10 events</li><li>• \$150 per event</li></ul>	\$1,500
Intern support	<ul style="list-style-type: none"><li>• \$200 per week</li><li>• 12 weeks</li></ul>	\$2,500
		<b>\$10,000</b>

## **ES-5: Letters of Support**



**March 1, 2013**

To the West Contra Costa Unified School District Board of Education:

The Chamberlin Family Foundation has a vision that every child in West Contra Costa will have access to a high-performing school. It is not an easy vision to realize, we know, and we respect the fact that countless educators have been working tirelessly on behalf of our students toward this shared vision. Still, we cannot deny the reality that more quality public school options are vital for our families, and with that in mind, the Chamberlin Family Foundation is writing today in support of Caliber Schools: K-8 Charter.

We all want what's best for our students. Sometimes that means trying new ideas and approaches, especially when we have so much work to do to enable our students and families to realize their dreams for a brighter, college-ready future. As a foundation focused on quality schools, we are eager to support the most promising ideas within the system, along with the most promising new ideas and approaches. In short, we are eager to see innovation and leadership that shows promise of producing strong outcomes for our West County students.

We believe Caliber Schools: K-8 Charter is one of these examples. As the Executive Director of the Chamberlin Family Foundation, I have spent time with the leadership team from Caliber Schools over the past year, and I have worked closely with the Chief Executive Officer professionally for a number of years. I can attest to their total commitment to students, their high expectations, and a do-whatever-it-takes approach to educating our most underserved students in Richmond and nearby communities. They have a track record of demonstrated success, which makes their application even more compelling.

One more high-quality school is not enough, so we are also excited about Caliber School's commitment to serve as a lab school where educators from across West Contra Costa will have the opportunity to share ideas and learn from their innovative approach. Our hope is that everyone will be open to new ideas and leadership that demonstrate promise – as we believe Caliber does – for our public school students. We believe that Caliber Schools: K-8 Charter shows great promise of demonstrating the possible, and that all public school students will benefit from our shared support of this new school joining forces with existing ideas to optimally serve our students.

Sincerely,

Julie Wright  
Executive Director  
Chamberlin Family Foundation

To the Board of the West Contra Costa Unified School District,

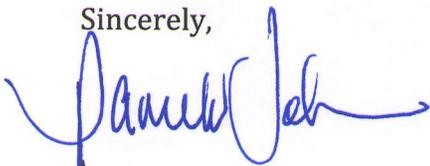
We are writing in support of Caliber Schools: K-8 Charter. At the WCCUSD Head Start Programs, we understand the importance of early education and we are eager to enlist Caliber Schools in our mission to ensure every student has access to a rigorous educational experience. Caliber Schools' commitment to preparing students for college, career and community from an early age has struck a chord with our parents and we believe the families of West Contra Costa would benefit greatly from this additional high quality school option.

We have served thousands of families and we believe that every one of them should have the chance to find a school that meets their child's specific learning needs. In the past, we have heard parents complain about their children getting lost in large elementary school classes and so we are excited about Caliber's intent to provide personal learning plans for each student. We have also heard frustrated families talk about their lack of access and input at their children's schools and so we are happy to support Caliber in its commitment to building partnerships with parents.

Our experience has taught us that strong academics and caregiver engagement are essential components to a child's success and we support any organization that understands and adopts this core principal.

We have waited a long time to see a new high quality school choice for our children in Richmond and we look forward to welcoming Caliber Schools: K-8 Charter into our community.

Sincerely,



Ambreen Khawaja A.K  
Karla Sparks Hunter

Dear West Contra Costa Unified School Board,

As a parent of a fourth grader and a leader at St. Mark's Church, I would like to offer my support for Caliber Schools: K-8 Charter.

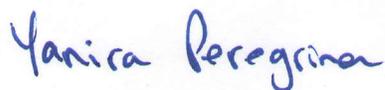
As a community church in Richmond, St. Mark's serves over 3,000 congregants. Over the years, we have listened to their stories and seen their struggles and have come to belief that there is a compelling need for another high quality school option in this city. We believe Caliber Schools will bring that option.

We serve families from all socio-economic backgrounds and have found that education is the most important resource our children have in the fight to change their circumstances. However, we have seen many of our children failed by the current system. We believe there is a great need for more schools that foster family participation and adhere to higher standards.

Caliber Schools, with their focus on parent engagement and rigorous, individualized academics, is exactly what our community needs and we look forward to welcoming them into our neighborhood and joining them in their mission to ensure every family in Richmond feels supported and empowered.

As a parent of a fourth grader, I would be proud to offer my child this high-quality school experience and I hope we can provide the same opportunity to every child in Richmond.

God Bless,



Yanira Peregrina



**February 26, 2013**

To the Board of the West Contra Costa Unified School District,

I am writing in support of Caliber Schools: K-8 Charter. I believe that the families of West Contra Costa would benefit greatly from an additional high quality school option.

Caliber's commitment to preparing students for college, career and community is very much aligned with the mission of Youth Enrichment Strategies (YES). At YES, we believe that learning happens not only in the classroom. We are excited about Caliber's plans to utilize a project based learning curriculum to teach Science and Social Studies because we think that students learn best when they are tackling real world problems. We are also excited about Caliber's commitment to building partnerships with families. At YES, our experience having provided Family Camps for the past 10 years to schools in West Contra Costa County has taught us that strong caregiver engagement is essential for a child's success in school and in life.

We are looking forward to building a partnership with Caliber Schools: K-8 Charter. We believe that their students could benefit greatly from the programs we offer and we are excited about the education they will provide.

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Aaholm", written in a cursive style.

Eric Aaholm,  
Executive Director  
Youth Enrichment Strategies

# Appendix: Element A

A-1: Sample Student Schedules

A-2: Sample Teacher Schedules

A-3: Sample Personalized Learning Plan

A-4: Letter to the El Dorado County Office of Education SELPA

A-5: Section 504 Policies and Procedures

A-6: Student Study Team (SST) Process

A-7: California Standards for the Teaching Profession

A-8: *Teach Like a Champion* Study Guide

A-9: Framework for 21<sup>st</sup> Century Learning

A-10: Project-Based Learning Sample

A-11: Draft 2014-2015 Calendar

A-12: Overview of First Grade at Caliber

## **A-1: Sample Student Schedules**

## KINDERGARTEN AND FIRST GRADE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 - 8:00</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>8:00 - 8:15</b>	Caliber Character	Caliber Character	Caliber Character	Caliber Character	Caliber Character
<b>8:15 - 9:45</b>	Rotations: Reading/ Phonics	Rotations: Reading/ Phonics	Rotations: Reading/ Phonics	Rotations: Reading / Phonics	Rotations: Reading / Phonics
<b>9:45 - 10:30</b>	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
<b>10:30 - 10:45</b>	Snack	Snack	Snack	Snack	Snack
<b>10:45 - 11:45</b>	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math
<b>11:45 - 12:45</b>	Lunch + Recess + Nap (Kinder)	Lunch + Recess + Nap (Kinder)	Lunch + Recess + Nap (Kinder)	Lunch + Recess + Nap (Kinder)	Lunch + Recess + Nap (Kinder)
<b>12:45 - 1:30</b>	Projects: Science and Social Studies	Projects: Science and Social Studies	Projects: Science and Social Studies	Projects: Health and Social Studies	Projects: Health and Social Studies
<b>1:30 - 2:00</b>	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math
<b>2:00 - 2:30</b>	Independent reading	Independent Reading	Early Dismissal	Independent Reading	Independent Reading
<b>2:30 to 3:30</b>	Tools & Rules: Intro to Projects & Programming	Tools & Rules: Intro to Projects & Programming	Early Dismissal	Tools & Rules: Intro to Projects & Programming	Tools & Rules: Intro to Projects & Programming
<b>3:30 to 3:45</b>	Caliber Character	Caliber Character	Early Dismissal	Caliber Character	Caliber Character
<b>3:45 to 4:45</b>	1:1 Coaching	Arts/Sports	Early Dismissal	Arts/Sports	Arts/Sports

## SECOND AND THIRD GRADE SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 - 8:00</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>8:00 - 8:15</b>	Caliber Character	Caliber Character	Caliber Character	Caliber Character	Caliber Character
<b>8:15 - 9:30</b>	Rotations: Reading/ Phonics	Rotations: Reading/ Phonics	Rotations: Reading/ Phonics	Rotations: Reading / Phonics	Rotations: Reading / Phonics
<b>9:30 - 10:30</b>	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
<b>10:30 - 10:45</b>	Snack	Snack	Snack	Snack	Snack
<b>10:45 - 11:45</b>	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math
<b>11:45 - 12:30</b>	Lunch + Recess	Lunch + Recess	Lunch + Recess	Lunch + Recess	Lunch + Recess
<b>12:30 - 1:30</b>	Projects: Science and Social Studies	Projects: Science and Social Studies	Projects: Science and Social Studies	Projects: Science and Social Studies	Projects: Science and Social Studies
<b>1:30 - 2:15</b>	Computer Programming	Physical Education	Computer Programming	Physical Education	Computer Programming
<b>2:15 - 2:45</b>	Math Online	Math Online	Early Dismissal	Math Online	Math Online
<b>2:45 - 3:15</b>	Independent Reading	Independent Reading	Early Dismissal	Independent Reading	Independent Reading
<b>3:15 - 3:30</b>	Caliber Character	Caliber Character	Early Dismissal	Caliber Character	Caliber Character
<b>3:30 - 4:45</b>	1:1 Coaching	Arts/Sports	Early Dismissal	Arts/Sports	Arts/Sports

**FOURTH AND FIFTH GRADE SCHEDULE  
(SAMPLE FOR A SINGLE STUDENT)**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 - 8:00</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>8:00 - 8:15</b>	Caliber Character	Caliber Character	Caliber Character	Caliber Character	Caliber Character
<b>8:15 - 9:00</b>	Socratic Literature Circle	Independent Reading	Socratic Literature Circle	Independent Reading	Socratic Literature Circle
<b>9:00 - 10:00</b>	Writer's Workshop	Writer's Workshop	Learning How to Tutor Peers	Writer's Workshop	Writer's Workshop
<b>10:15 - 10:45</b>	Physical Education	Peer Tutoring	Physical Education	Peer Tutoring	Independent Learning Time
<b>10:45 - 11:45</b>	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math
<b>11:45 - 12:30</b>	Computer Programming	Computer Programming	Computer Programming	Computer Programming	Computer Programming
<b>12:30 - 1:15</b>	Lunch + Recess	Lunch + Recess	Lunch + Recess	Lunch + Recess	Lunch + Recess
<b>1:15 - 2:15</b>	Projects: Science	Projects: Science	Projects: Science	Projects: Science	Projects: Science
<b>2:15 - 3:15</b>	Projects: Social Systems	Projects: Social Systems	Early Dismissal	Projects: Social Systems	Independent Reading
<b>3:15 - 3:30</b>	Caliber Character	Caliber Character	Early Dismissal	Caliber Character	Caliber Character
<b>3:30 - 4:45</b>	1:1 Coaching / Peer Tutoring	Arts/Sports	Early Dismissal	Arts/Sports	Arts/Sports

## SIXTH THROUGH EIGHTH GRADE GROUP SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 - 8:00</b>	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
<b>8:00 - 8:15</b>	Caliber Character	Caliber Character	Caliber Character	Caliber Character	Caliber Character
<b>8:15 - 9:00</b>	Socratic Literature Circle	Independent Reading	Socratic Literature Circle	Independent Reading	Socratic Literature Circle
<b>9:00 - 10:00</b>	Writer's Workshop	Writer's Workshop	Learning How to Tutor Peers	Writer's Workshop	Public Speaking
<b>10:15 - 10:45</b>	Peer Tutoring	Physical Education	Peer Tutoring	Physical Education	Independent Learning Time
<b>10:45 - 11:45</b>	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math	Independent Learning Time
<b>11:45 - 12:30</b>	Lunch + Recess	Lunch + Recess	Lunch + Recess	Lunch + Recess	Lunch + Recess
<b>12:30 - 1:30</b>	Projects: Science	Projects: Science	Projects: Science	Projects: Science	Projects: Science
<b>1:30 - 2:30</b>	Projects: Social Systems	Projects: Social Systems	Projects: Social Systems	Projects: Social Systems	Projects: Social Systems
<b>2:30 - 3:30</b>	Computer Programming	Computer Programming	Early Dismissal	Computer Programming	Computer Programming
<b>3:30 to 3:45</b>	Caliber Character	Caliber Character	Early Dismissal	Caliber Character	Caliber Character
<b>3:45 to 5:00</b>	1:1 Coaching / Peer Tutoring	Arts/Sports	Early Dismissal	Arts/Sports	Arts/Sports

## **A-2: Sample Teacher Schedules**

**SAMPLE TEACHER SCHEDULE:  
KINDERGARTEN AND FIRST GRADE TEACHERS**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 - 8:00</b>	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning
<b>8:00 - 8:15</b>	Caliber Character	Caliber Character	Caliber Character	Caliber Character	Caliber Character
<b>8:15 - 9:45</b>	Rotations: Reading/ Phonics	Rotations: Reading/ Phonics	Rotations: Reading/ Phonics	Rotations: Reading / Phonics	Rotations: Reading / Phonics
<b>9:45 - 10:30</b>	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop
<b>10:30 - 10:45</b>	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break
<b>10:45 - 11:45</b>	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math
<b>11:45 - 12:45</b>	Lunch w/kids + Break + nap (for Kinder)	Lunch w/kids + Break + nap (for Kinder)	Lunch w/kids + Break + nap (Kinder)	Lunch w/kids + Break + nap (Kinder)	Lunch w/kids + Break + nap (Kinder)
<b>12:45 - 1:30</b>	Projects: Science	Projects: Science	Projects: Science	Projects: Science	Projects: Science
<b>1:30 - 2:00</b>	Break	Rotations: Math	Break	Break	Break
<b>2:00 - 2:30</b>	Independent Reading	Independent Reading	Break	Independent Reading	Independent Reading
<b>2:30 to 3:30</b>	Tools and Rules: Intro to Programming and Projects	Tools and Rules: Intro to Programming and Projects	Common Planning	Tools and Rules: Intro to Programming and Projects	Tools and Rules: Intro to Programming and Projects
<b>3:30 to 3:45</b>	Caliber Character	Caliber Character	Common Planning	Caliber Character	Caliber Character
<b>3:45 to 4:45</b>	1:1 Coaching	1:1 Coaching	Common Planning	1:1 Coaching	1:1 Coaching
<b>5:00 to 5:45</b>			Staff PD		

**SAMPLE TEACHER SCHEDULE:  
SECOND AND THIRD GRADE TEACHERS**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:30 - 8:00</b>	Common Planning				
<b>8:00 - 8:15</b>	Caliber Character				
<b>8:15 - 9:30</b>	Rotations: Reading/ Phonics	Rotations: Reading/ Phonics	Rotations: Reading/ Phonics	Rotations: Reading / Phonics	Rotations: Reading / Phonics
<b>9:30 - 10:30</b>	Writer's Workshop				
<b>10:30 - 10:45</b>	Snack	Snack	Snack	Snack	Snack
<b>10:45 - 11:45</b>	Rotations: Math				
<b>11:45 - 12:30</b>	Lunch w/kids + Break				
<b>12:30 - 1:30</b>	Projects: Science and Social Studies				
<b>1:30 - 2:15</b>	Break	Break	Break	Break	Break
<b>2:15 – 2:45</b>	Online Math	Online ma	Common Planning	Online math	Online math
<b>2:45 – 3:15</b>	Independent Reading	Independent Reading	Common Planning	Independent Reading	Independent Reading
<b>3:15 to 3:30</b>	Caliber Character	Caliber Character	Common Planning	Caliber Character	Caliber Character
<b>3:30 to 4:45</b>	1:1 Coaching	1:1 Coaching	Common Planning	1:1 Coaching	1:1 Coaching
<b>4:45 to 5:45</b>			Whole-Staff Meeting		

**SAMPLE TEACHER SCHEDULE:  
FOURTH AND FIFTH GRADE TEACHERS**

	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>7:30 - 8:00</b>	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning
<b>8:00 - 8:15</b>	Caliber Character	Caliber Character	Caliber Character	Caliber Character	Caliber Character
<b>8:15 - 9:00</b>	Socratic Literature Circle	Independent Reading	Socratic Literature Circle	Independent Reading	Socratic Literature Circle
<b>9:00 - 10:00</b>	Writer's Workshop	Writer's Workshop	Teaching How to Tutor Peers	Writer's Workshop	Writer's Workshop
<b>10:15 - 10:45</b>	Break	Break	Break	Break	Break
<b>10:45 - 11:45</b>	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math	Rotations: Math
<b>11:45 - 12:30</b>	Break	Break	Break	Break	Break
<b>12:30 - 1:15</b>	Lunch w/kids + Break	Lunch w/kids + Break	Lunch w/kids + Break	Lunch w/kids + Break	Lunch w/kids + Break
<b>1:15 - 2:15</b>	Projects: Science	Projects: Science	Projects: Science	Projects: Science	Projects: Science
<b>2:15 - 3:15</b>	Projects: Social Systems	Projects: Social Systems	Common Planning	Projects: Social Systems	Independent Non-Fiction Reading
<b>3:15 to 3:30</b>	Caliber Character	Caliber Character	Common Planning	Caliber Character	Caliber Character
<b>3:30 to 4:45</b>	1:1 Coaching	1:1 Coaching	Common Planning	1:1 Coaching	1:1 Coaching
<b>4:45 to 5:45</b>			Whole Staff Meeting		

**SAMPLE TEACHER SCHEDULE:  
SIXTH THROUGH EIGHTH GRADE HUMANITIES**

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>7:30 - 8:00</b>	Common Planning	Common Planning	Common Planning	Common Planning	Common Planning
<b>8:00 - 8:15</b>	Caliber Character	Caliber Character	Caliber Character	Caliber Character	Caliber Character
<b>8:15 - 9:00</b>	Socratic Literature Circle	Independent Reading	Socratic Literature Circle	Independent Reading	Socratic Literature Circle
<b>9:00 - 10:00</b>	Writer's Workshop	Writer's Workshop	Teaching How to Tutor Peers	Writer's Workshop	Public Speaking
<b>10:15 - 10:45</b>	Break	Break	Break	Break	Coaching Kids
<b>10:45 - 11:45</b>	Writer's Workshop	Writer's Workshop	Writer's Workshop	Writer's Workshop	Whole-Grade Meeting
<b>11:45 - 12:30</b>	Lunch w/kids + Recess	Lunch w/kids + Recess	Lunch w/kids + Recess	Lunch w/kids + Recess	Lunch w/kids + Recess
<b>12:30 - 1:30</b>	Projects: Social Systems	Projects: Social Systems	Projects: Social Systems	Projects: Social Systems	Projects: Social Systems
<b>1:30 - 2:30</b>	Projects: Social Systems	Projects: Social Systems	Projects: Social Systems	Projects: Social Systems	Projects: Social Systems
<b>2:30 to 3:30</b>	Break	Break	Common Planning	Break	Coaching
<b>3:30 to 3:45</b>	Caliber Character	Caliber Character	Common Planning	Caliber Character	Caliber Character
<b>3:45 to 5:00</b>	1:1 Coaching	1:1 Coaching	Common Planning	1:1 Coaching	1:1 Coaching

## **A-3: Sample Personalized Learning Plan**

## Sample Personalized Learning Plan for Samuel Diaz, a first grader

The Personalized Learning Plan contains three parts: background biographical information about the student, an overall progress tracker for each learning objective in each subject domain, and a planning tool for each week to map out strategies. Below we have a sample biography, the literacy portion of the progress tracker, and an example of weekly goals and strategies.

### Samuel Diaz Biography

Samuel entered first grade reading above grade level, testing in at a Developmental Reading Assessment (DRA) level 8. In analyzing the running records taken as Samuel tested, his teacher that he struggles with consistently reading words with long vowel spelling patterns. While his comprehension was accurate, he relied mostly on details from the pictures and seemed to miss the larger understanding of the problem and solution of the story. With this in mind, Samuel's Personalized Learning Plan includes explicit phonics instruction with a focus on long vowels. In his guided reading group, he will be focusing on staying focused on the main idea and bigger picture of the stories he's reading.

On his beginning of year math diagnostic, Samuel tested slightly below grade level. He knows most of his numbers to 100, but frequently reverses digits in the tens and ones place. He also demonstrated difficulty with counting by 2s and 5s, but has mastered counting by 10s. In the first weeks of school, Samuel gravitated to the classroom store and cash register center during choice time, and he has expressed to his teachers how his favorite thing to do outside of school is to go to the store and help his parents sort and count the money at the register. This will be a point of leverage for Samuel's teachers in supporting his math development throughout the year.

Samuel is friendly with many of his peers and really enjoys playing soccer during recess. He particularly enjoys writing and learning on the computer, but can get frustrated easily during independent work time, particularly with math, which has led to loss of class privileges. His teacher is working with him during weekly coaching sessions on strategies to use when he feels frustrated.

Samuel has two older siblings, both of whom attend the public middle school down the street from Caliber. In Kindergarten, Samuel was given an IEP to receive Speech and Language services, and meets with a speech pathologist twice a week.

## Overall Literacy Progress Tracker

Learning Objective	Competence Level	Evidence
I can... <b>blend and segment words with short and long vowels up to 4 phonemes.</b>	Above Proficient	Beginning of year diagnostic phonemic awareness assessment
I can... <b>read 3-4 phoneme words containing short vowels.</b>	Proficient	Basic Phonics Skills Assessment (BPST) **Or online assessment aligned to computer phonics program, if that's available**
I can... <b>read words with long vowel spelling patterns.</b>	Not Yet Proficient	BPST, Developmental reading assessment (DRA)
I can... <b>fluently read 200 sight words</b>	Not Yet Proficient	Sight word assessment (administered every 5 weeks). Currently reading 40
I can... <b>identify the characters in a story.</b>	Above Proficient	DRA, Teacher observation during whole group read-aloud and guided reading, independently completed graphic organizers
I can... <b>identify a character's feelings at different points in the story and explain why the character feels the way they do.</b>	Proficient	Teacher observation during whole group read-aloud and guided reading, independently completed graphic organizers
I can... <b>make a prediction about what will happen next in a story and tell whether or not my prediction came true.</b>	Not Yet Proficient	Teacher observation during whole group read-aloud and guided reading, independently completed graphic organizers
I can... <b>retell the big ideas of a story.</b>	Not Yet Proficient	DRA, teacher observation during guided and independent reading.
I can... <b>write a personal narrative about one specific life experience</b>	Proficient	Writer's workshop story graded weekly
I can... use sensory details when writing.	Not Yet Proficient	Writer's workshop story graded weekly

Learning Objective	Competence Level	Evidence
I can... <b>organize my writing with a beginning, middle and end.</b>	Proficient	Writer's workshop story graded weekly
I can... <b>use a period, exclamation point or question mark at the end of sentences.</b>	Not Yet Proficient	Writer's workshop story graded weekly, bi-weekly dictation assessments
I can... <b>Capitalize the first word of a sentence, names of people and the pronoun I</b>	Proficient	Writer's workshop story graded weekly, bi-weekly dictation assessments
I can... <b>correctly use personal and possessive pronouns in writing and speaking.</b>	Not Yet Proficient	Writer's workshop story graded weekly, teacher observations during whole group and small group instruction

## Weekly Planner

Week of October 3	
Learning Goal	Learning Strategy
<p>I will...</p> <p>accurately read words with the vowel_e pattern (as in cake, spike)</p>	<ul style="list-style-type: none"> <li>complete my long-vowel learning mission lessons on the computer during rotations</li> <li>hunt for words with the vowel_e pattern in my independent reading books and flag them with a post-it note to show my teacher</li> <li>circle words with this pattern in my homework reading book with my special long-vowel pen</li> </ul>
<p>I will...</p> <p><b>retell the big idea of a story.</b></p>	<ul style="list-style-type: none"> <li>before I read a book, I will stop and think about the title, the characters I see, and what the story is about</li> <li>while I'm reading the book, I will use both the pictures and the words to think about what the characters are doing</li> <li>after a read the book, I will think about everything I read and saw in the pictures, and explain what happened in just two sentences.</li> </ul>
<p>I will...</p> <p><b>stay focused the entire 20 minute independent reading time</b></p>	<ul style="list-style-type: none"> <li>I will work on keeping my eyes on my book, focusing on the words and the pictures</li> <li>I will find a quiet space to sit in the classroom away from my friends so I can stay focused</li> </ul>
<p>I will...</p> <p><b>work with the number 6 to make different addition and subtraction equations</b></p>	<ul style="list-style-type: none"> <li>use blocks and draw pictures to show all the different ways I can to make the number 6</li> <li>after I write the equation, read the equation again and check the blocks in front of me to make sure everything matches.</li> </ul>
<p>I will...</p> <p><b>raise my hand to ask for help when I need it</b></p>	<ul style="list-style-type: none"> <li>when I get frustrated or think something is too hard, I will remind myself of my goals, use my breathing tool, and ask for help</li> <li>I know that doing work that is difficult for me will grow my brain</li> <li>I know that if I use my words and try my best, I will earn privileges in school and at home</li> </ul>

**A-4: Letter to the El Dorado County Office  
of Education SELPA**

# CaliberSchools

February 25, 2013

David Toston  
Charter SELPA Executive Director  
El Dorado County Office of Education  
Placerville, CA 95667

Dear Mr. Toston,

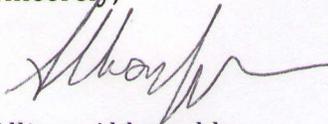
Thank you for taking the time to speak with us this past October to outline the process for admission to the EDCOE Charter SELPA.

Please accept this letter as the formal notification that Caliber Schools: K-8 Charter intends to seek admission into the EDCOE Charter SELPA as an LEA for the purpose of special education. It is our belief that being members of the EDCOE SELPA will enable us to most effectively serve our students who need special education services.

We have described this intent in our petition for a charter with the West Contra Costa Unified School District, which we will be submitting in March 2013. We will be completing the appropriate application documents in accordance with your published guidelines.

Thank you for your consideration.

Sincerely,



Allison Akhnoukh  
Caliber Schools: K-8 Charter Founding Team Member

## **A-5: Section 504 Policies and Procedures**

*CALIBER SCHOOLS BOARD POLICY  
IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504*

Charter School Policy # \_\_\_\_

Date Approved: \_\_\_\_\_

The Board of Directors of Caliber Schools 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 one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. 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 (“IDEA”).

The Principal 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 IDEA) that student will be evaluated under this policy’s administrative regulation.

A Section 504 Team will be convened to determine the student’s need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. The student’s parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Caliber K-8 Charter School does not assess a student after a parent has requested an assessment, Caliber K-8 Charter School shall provide notice of the parent’s/guardian’s procedural safeguards.

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. Caliber K-8 Charter School shall periodically review the student's progress and placement.

Caliber K-8 Charter School will implement this policy through its corresponding Administrative Regulations.

*CALIBER SCHOOLS: ADMINISTRATIVE REGULATIONS IDENTIFICATION,  
EVALUATION AND EDUCATION UNDER SECTION 504*

Charter School Policy # \_\_\_\_\_

Date Approved: \_\_\_\_\_

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by Caliber K-8 Charter School (the “Charter School”)
2. **Individual with a Disability under Section 504** – An individual who:
  1. has a physical or mental impairment that substantially limits one or more major life activities;
  2. has a record of such an impairment; or
  3. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within, 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 one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working.
7. **Physical or Mental Impairment** –
  1. 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
  2. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The School Principal shall serve as the Charter School’s Section 504 coordinator. The parents or guardians may request a Section 504 due process hearing from, or direct any questions or concerns to the 504 Coordinator.

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) has a physical or mental impairment that does not substantially limit major life activities but that is treated by a recipient as constituting such a limitation;
  - (B) has a physical or mental impairment that substantially limits major life activities only as a result of the attitudes of others toward such impairment; or
  - (C) has none of the impairments defined in paragraph (j)(2)(i) of this section but is treated by a recipient as having such an impairment.

B. Referral, Assessment and Evaluation Procedures

1. The 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. The 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:
  1. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  2. 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
  3. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe:
  - (a) the nature and extent of the disabilities;
  - (b) the student's special needs;
  - (c) the impact upon the student's education; and
  - (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

### C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by

- whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
  5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
  6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed 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.

#### D. Review of the Students' Progress

10. 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.
11. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

#### C. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
  - Examine relevant records

- Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
  - Have the right to file a Uniform Complaint pursuant to school policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the School Leader, 504 Coordinator c/o Caliber Schools. Notifications shall advise that reimbursement for attorney's fees is available only as authorized by law.
  3. The Principal 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 any district within El Dorado County SELPA or the County Office of Education 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 5 calendar days of receiving the parent/guardian's request for a hearing, the 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 Principal or designee.
  6. Within 10 calendar days of receiving the parent/guardian's request, the Principal or designee shall select an impartial hearing officer. This 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
  7. Within 35 calendar days of the selection of the hearing officer, the due process hearing shall be conducted. This 35 days may be extended for good cause or by mutual agreement of the parent/guardian and Principal.
  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 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.

*CALIBER SCHOOLS: 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 the 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 the 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 Act (IDEA) [20 U.S.C. Chapter 33, P.L. 101-4761.
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.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the Charter School.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from the Charter School to reasonable requests for explanations and interpretations of your child's records.
12. Request 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 the Charter School refuses this request for amendment, the Charter 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 the Charter School's Section 504 mediation grievance and hearing procedures.

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 the Charter School's Uniform Complaint Policy and Procedures.
16. File a formal complaint with the U.S. Department of Education.  
Office for Civil Rights, Region IX  
50 Beale Street, Suite 7200  
San Francisco, CA 94105  
(415) 486-5555

Please contact the Principal, 504 Coordinator, c/o Caliber Schools, with any questions regarding the information contained herein.

## **A-6: Student Study Team (SST) Process**

## Student Study Team (SST) Process

The Student Study Team (SST) is an efficient and effective way to bring together all resources, human and programmatic, to support students having difficulties in regular classes. This is a concentrated solution-seeking meeting where all the needed persons, including the student and parent, are present at the same time. The SST is an expression of the school's concern for students and provides a supportive atmosphere for families to become actively involved in implementing strategies designed to help students.

The goals of the SST are to:

- Notify all families through an in-person meeting of their child's upcoming support services through the SST. Work with the student and family to identify causes of poor academic performance, disruptive behavior, and potential developmental problems
- Work with the student and family to identify viable interventions that could occur before a student's poor academic performance results in severe underperformance or disciplinary problems
- Discuss a variety of academic interventions and/or positive behavioral reinforcements and develop strategies that have a high likelihood of positive academic and behavior performance
- Inform parent and student of the referral process, where the student is in the process and the consequences of further poor academic performance and/or disruptive behavior
- Student study teams are also established to fulfill requirements of current federal and state legislation. These laws require that:
  - Regular classroom intervention attempts must be documented before a student can be referred for special education services.
  - Section 504 accommodation plans must be available for those children not eligible for special education services, but who qualify under Section 504. The SST is a multi-disciplinary team with this capacity.

The team will utilize the Response to Intervention (RtI) framework to determine the appropriate interventions. The team determines the Tier 1 and Tier 2 interventions necessary to support the student's academic, social and emotional development. Tier 1 focuses on modifications and accommodations that can be made in the classroom and at home, such as differentiated instruction and independent work and/or increased time allotment on assessments, as well as utilizing online programs such as READ 180. Tier 2 focuses on additional, out-of-classroom supports, which may include but are not limited to after school tutoring, reading intervention, summer school attendance, counseling services, and mentoring. Led by the School Leader and Special Education Coordinator, the SST monitors the effectiveness of these supports through quarterly meetings to assess student progress on classroom assessments such as unit tests, interim assessments, and the DRA, and adds or subtracts supports as needed. At the conclusion of the monitoring period, if the

targeted student has not made significant achievement gains as outlined by their Individual Learning Plan, it may result in a recommendation for Tier 3 intervention, where we could request parent consent for referral for Special Education evaluation and testing for specific learning disabilities, by West Contra Costa County Mental Health Services.

# **A-7: California Standards for the Teaching Profession**

## **California Standards for the Teaching Profession (CSTP) (2009)**

A growing body of research confirms that the quality of teaching is what matters most for students' development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Excellent teaching requires knowledge, skills, artistry, passion, and commitment. Effective teachers integrate the following: (1) ethical concern for children and society; (2) extensive subject matter competence; (3) thoughtfully selected pedagogical practices; and (4) a depth of knowledge about their students, including knowledge of child and adolescent development and learning; an understanding of their individual strengths, interests, and needs; and knowledge about their families and communities.

Effective teaching requires careful crafting of learning communities built on trust and respect, as well as routines, expectations, resources, and strategies that support diverse students' intellectual engagement in learning. Effective teaching happens through thoughtful planning focused on defined outcomes for student learning and leveraging of teachable moments. Effective teaching is revealed in the ways in which teachers respond to the strengths and needs of individual students while engaging and supporting all students in their learning. Effective teaching is a form of inquiry wherein teachers use evidence and analysis of students' strengths and struggles, and their own performance, to guide their practice in support of student learning. Effective teaching relies on engagement within a professional community. Moreover, effective teaching requires the ability to successfully integrate elements of the professional knowledge base in the service of learning, growth, and development of diverse students across varying contexts. Finally, effective teachers share a common set of professional and ethical obligations that includes a profound and fundamental commitment to the growth and success of the individual students within their care as well as to the strengthening and continual revitalization of our democratic society.

The California Standards for the Teaching Profession (CSTP) are intended to provide a common language and a vision of the scope and complexity of the profession by which all teachers can define and develop their practice. The standards seek to serve and support professional educators in fulfilling their professional roles and responsibilities from pre-service teacher to experienced practitioner. The standards are not set forth as regulations to control the specific actions of teachers, but rather to guide teachers as they develop, refine, and extend their practice. The CSTP have been used for a variety of purposes, including the following:

- to prompt reflection about student learning and teaching practice;
- to formulate professional goals to improve teaching practice in support of student learning; and
- to guide, monitor, and assess the progress of a teacher's practice toward professional goals.

### **A Holistic and Developmental Vision of Teaching**

The CSTP comprise a set of standards for the teaching profession in six interdependent domains of practice. While the standards are addressed separately in this document, teaching, as defined above, is clearly a holistic and integrated endeavor, consisting of the complex combination of

interrelated parts. Teaching and learning are affected by many factors that are both intrinsic and external to the classroom. A vision of effective teaching equitably distributed in service of California's diverse student populations must therefore emphasize relationships among multiple aspects of teaching and learning.

Teaching is more than methodology. A teacher's understandings of student development, of families and communities, of subject matter and curriculum, and of instructional methods, strategies, and resources are ultimately linked to how the teacher plans and implements instruction and assesses student learning. Ethical, philosophical, and theoretical understandings of learning and teaching empower teachers to make thoughtful, informed decisions about instructional strategies and ways to support students' learning and development. The California Standards for the Teaching Profession are broad and interconnected because the professional practice of teaching must be understood comprehensively as a complex, dynamic process in which practical and conceptual elements are woven together in a seamless fabric.

Teachers' knowledge, skills, and practices develop throughout their professional careers and across changing contexts. To engage and challenge a diverse student population in a rapidly changing and increasingly technological world, effective teachers require continuous professional growth. Teachers are never "finished" as professional learners, no matter how extensive or excellent their formal education, preparation, and experience. If teachers' expertise, capabilities, and accomplishments are to be enriched over time, they must be reflective and actively seek to strengthen and augment their professional knowledge, skills, and perspectives in support of student learning.

A developmental view of teaching gives particular attention to the early years of each teacher's career. Beginning teachers move forward in their professional practice in a variety of ways, developing at different rates in different areas of teaching, just as students develop at individual rates in different curricular areas. Effective support, mentorship, assessment, and advanced study during the early years of teaching (including teacher preparation) are essential to a beginning teacher's development and success in the profession.

Individual teachers enter and advance through the profession at different levels of experience and expertise, in varied roles, and in varying contexts. The policies and practices of teacher preparation programs, certification bodies, and school districts must be guided by clear and realistic standards regarding professional performance. The CSTP describe a vibrant vision of practice for the teaching profession. Teachers across the profession with varied levels of prior preparation and experience -- and the mentors, colleagues, and supervisors who support them -- will find the standards useful to guide their developing practice. The California Standards for the Teaching Profession reflect a developmental view of teaching, and are an integral part of California's efforts to foster excellence in teaching and learning.

### Context of Teaching in California

Professional educators in California serve an increasingly diverse population of students. This diversity among students greatly enriches and enlivens the educational experience for teachers and students alike. Therefore, there is a critical need for teachers who are responsive to the varied socio-cultural, racial, religious, ethnic, linguistic, and economic backgrounds of all

students and who consider how learning differences and abilities, gender and gender identity, family structure, sexual orientation, and other aspects of humankind influence learning and teaching.

California Standards for the Teaching Profession (2009) support the creation of classroom communities and curricula in which students with varying backgrounds, learning styles, strengths, interests, needs and abilities are engaged and challenged as learners. The use of the term “all students” throughout the standards document reflects a commitment to the education of the full spectrum of students and the need for teachers to continually strengthen their understanding of students, families, and communities.

The standards also value the diversity of teachers’ backgrounds, perspectives, skills, knowledge, and practices. Teaching is not a profession in which a single approach to professional practice will be effective for all practitioners in all contexts. Although the standards articulate a common vision of excellence in teaching, different teachers have different ways of enacting the standards effectively. By respecting the diverse ways in which teachers pursue excellence in professional practice, schools enrich and enhance the education of all students.

### **History of the California Standards for the Teaching Profession**

Since their inception in the 1990s, the CSTP have been widely influential in California policy and practice. Beginning Teacher Support and Assessment (BTSA) programs have used the CSTP to develop formative assessment systems that facilitate beginning teacher practice. The Teaching Performance Expectations (TPE) and the related summative Teaching Performance Assessment (TPA), both aligned with the CSTP, are used in pre-service preparation. Additionally, teacher preparation programs, schools, and school districts, as well as individual teachers, teacher educators, and other educational professionals have utilized the CSTP to prompt reflection, formulate professional goals, guide, monitor, and assess the progress of a teacher’s practice, and promote the improvement of teaching in support of student learning.

The current version of the CSTP (2009) has been developed to respond to changes in the context for teaching and learning in California over the past decade and to address the pressing needs of an increasingly diverse P-12 student body. Particular attention has been paid to revising language related to student learning, assessment practices, and equitable pedagogy designed to address English learners and students with diverse learning needs. This updated version of the CSTP also looks forward to the future of teaching and learning in the 21st century where traditional classrooms and contexts are likely to be transformed through innovative technologies and globalized connections. The CSTP continue to set forth a vision for the teaching profession -- one that is sustainable, engaging, and fulfilling for those intent on teaching careers.

### **Organization of the Standards**

The CSTP are organized around six interrelated domains of teaching practice. The following are the six standards:

- Engaging and Supporting All Students in Learning
- Creating and Maintaining Effective Environments for Student Learning

- Understanding and Organizing Subject Matter for Student Learning
- Planning Instruction and Designing Learning Experiences for All Students
- Assessing Students for Learning
- Developing as a Professional Educator

Together these six standards represent a developmental, holistic view of teaching and are intended to meet the needs of increasingly diverse teachers and students in California.

In this document, each standard is introduced in a narrative description that portrays an accomplished level of professional teaching. Following the narrative description, each standard is organized into a set of big ideas or elements that identify key areas within that particular domain of teaching. Each element is further illustrated with reflective questions that encourage teachers to explore aspects of teaching practice throughout their careers. In order to foster ongoing reflection and insights into teaching, the questions are introduced with the stems, “How do I...” and “Why do I...” and are meant to encourage teachers to examine the rationale -- the ethical, philosophical, empirical, and theoretical bases -- for central aspects of their teaching. The reflective questions within each element address a sample of the important facets of teaching. They do not represent all the possible issues or aspects involved in effective teaching.

Therefore, the questions should not be seen as checklists, but rather as probes designed to promote reflection, analysis, and action in support of professional growth and student learning throughout one’s career.

The authors encourage users of the CSTP to refer to all three levels of the standards (narrative, elements, and reflective questions) to facilitate conversations about teacher practice, to set goals for ongoing professional development, and to guide the collection of evidence of growth over time. Those using the standards will recognize that there are numerous overlapping components across and within the standards, elements, and reflective questions. These overlaps are intended to underscore the holistic view that emphasizes the interrelationships and complexities of teaching. For example, valuing and drawing on student backgrounds and experiences are integral aspects of all six standards and illuminate the essential role of inclusive, equitable practice.

### Conclusion

Excellent teaching requires knowledge, skills, artistry, passion, and commitment. It requires both a deep understanding of the knowledge base that supports the profession and a vigorous commitment to a set of professional responsibilities and obligations.

Teachers in California have a professional responsibility to provide students with safe and caring learning environments, where students’ differences are celebrated and supported, and they acquire the knowledge, skills, strategies, and concepts they will need for successful participation in an increasingly technological and global society. The CSTP provide a set of interrelated guideposts for teachers across the professional continuum (pre-service, induction, and beyond) to examine their practice, seek support and resources for continuous improvement, and affirm their talents and accomplishments in support of California's children and our nation's future.

### **Standard 1 Engaging and Supporting All Students in Learning**

Teachers know and care about their students in order to engage them in learning. They connect learning to students' prior knowledge, backgrounds, life experiences, and interests. They connect subject matter to meaningful, real-life contexts. Teachers use a variety of instructional strategies, resources, and technologies to meet the diverse learning needs of students. They promote critical thinking through inquiry, problem solving, and reflection. They monitor student learning and adjust instruction while teaching.

### **1.1 Using knowledge of students to engage them in learning**

As teachers develop, they may ask, "How do I..." or "Why do I..."

- know my students as people and as learners?
- understand reasons for behavior?
- recognize atypical behavior in students?
- build trust with students and foster relationships so that students can thrive academically?
- adapt my teaching to reflect knowledge of my students?
- differentiate instruction based on what I know about my students' strengths, interests, and needs?
- get to know parents and connect with the community where I teach?

### **1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests**

As teachers develop, they may ask, "How do I..." or "Why do I..."

- help students see the connections between what they already know and the new material?
- connect classroom learning to students' life experiences and cultural backgrounds?
- support all students to use first and second language skills to achieve learning goals?
- open a lesson or unit to capture student attention and interest?
- build on students' comments and questions during a lesson to extend their understanding?

### **1.3 Connecting subject matter to meaningful, real-life contexts**

As teachers develop, they may ask, "How do I..." or "Why do I..."

- establish a connection between subject matter and purpose for learning?
- make connections between the subject matter and real-life contexts?
- seek feedback from students regarding relevance of subject matter to their lives?
- engage all students in a variety of learning experiences that accommodate the different ways they learn?
- provide opportunities for all students to acquire and practice skills in meaningful contexts?

### **1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs**

As teachers develop, they may ask, "How do I..." or "Why do I..."

- select and utilize a range of instructional approaches to engage students in learning?

- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so all students understand?
- help all students learn, practice, internalize, and apply subject-specific learning strategies and procedures?
- use differentiated instruction to meet the assessed learning needs of students and increase active participation in learning?
- adapt materials and resources, make accommodations, and use appropriate assistive equipment and other technologies to support students' diverse learning needs?
- utilize multiple types of technology to facilitate learning?
- examine and use resources that minimize bias? California Standards for the Teaching Profession (2009) 6

### **1.5 Promoting critical thinking through inquiry, problem solving, and reflection**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- encourage students to use multiple approaches and solutions to solve problems?
- encourage students to ask critical questions and consider diverse perspectives about subject matter?
- provide opportunities for students to think about, discuss, and evaluate content?
- ask questions to facilitate discussion, clarify, and extend students' thinking?
- support students to think and communicate with clarity and precision?
- help students apply previous learning to new situations?
- encourage students to create, imagine, and innovate?
- help students to develop and use strategies and technologies for accessing knowledge and information?

### **1.6 Monitoring student learning and adjusting instruction while teaching**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- systematically check for student understanding and revise plans accordingly?
- incorporate a variety of strategies in a lesson to check for student understanding?
- monitor the learning of students with limited English proficiency or of students with special needs?
- adjust the lesson plan to accelerate instruction when I determine that the pace of the lesson is too slow?
- make "on the spot" changes in my lesson based on students' interests and questions?
- provide additional support and opportunities for students to learn when some students have mastered the lesson objective(s) and others have not?
- adjust my lesson when I don't have enough time to complete everything I planned to do?

## **Standard 2 Creating and Maintaining Effective Environments for Student Learning**

Teachers promote social development and responsibility within a caring community where each student is treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are

physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for all students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn. They use instructional time to optimize learning.

### **2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- model and promote fairness, equity, and respect in a classroom atmosphere that values all individuals and cultures?
- help all students accept and respect diversity in terms of cultural, religious, linguistic, and economic backgrounds; learning differences and ability; gender and gender identity; family structure and sexual orientation; and other aspects of humankind?
- engage students in shared problem-solving and conflict resolution?
- provide learning opportunities that encourage student-to-student communication with empathy and understanding?
- develop students’ leadership skills and provide opportunities to apply them?
- create a classroom culture where students feel a sense of responsibility to and for one another?
- help students to appreciate their own identities and to view themselves as valued contributors to society?
- develop activities that support positive interactions among students and that help students get to know each other?

### **2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- arrange and adapt classroom seating to accommodate individual and group learning needs?
- establish a stimulating, curriculum-rich learning environment that supports content learning and academic vocabulary development?
- ensure that students develop an appreciation of diversity?
- provide students access to resources, technologies, and comfortable workspaces?
- create an environment that promotes optimal learning for each student?
- construct an equitable learning environment for all students?

### **2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- arrange the learning environment to facilitate positive and productive classroom interactions?
- encourage, support, and recognize the achievements and contributions of all students?
- encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion?
- foster the development of each student's self-esteem?

- create a safe, accessible learning environment for all students?

## **2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students**

As teachers develop, they may ask, “How do I...” or “How might I...”

- establish a productive, achievement-oriented climate in my classroom?
- set high expectations for all of my students?
- motivate all students to initiate their own learning and strive for challenging learning goals?
- provide all students opportunities to examine and evaluate their own work and to learn from the work of their peers?
- ensure access to challenging and diverse academic content for all students?

## **2.5 Developing, communicating, and maintaining high standards for individual and group behavior**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- facilitate student participation in classroom decision-making?
- foster and support appropriate student behavior?
- collaborate with students, families, and communities to establish, maintain, and communicate standards for student behavior?
- understand the underlying causes of student behavior, including developmental and individual needs, and utilize that knowledge in support of positive classroom conduct?
- work proactively to prevent and respond quickly to minimize behavioral issues?
- understand and respond to inappropriate behaviors in an efficient, fair, and equitable way?
- help all students learn to take responsibility for their own behavior and actions?

## **2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- involve all students in the development of classroom procedures and routines?
- help students transition smoothly and efficiently from one instructional activity to the next?
- apply knowledge of students’ physical, social, cognitive, and emotional development to ensure that adequate time and support are provided for students to complete learning activities?
- develop daily schedules, timelines, classroom routines, and norms that maximize learning?
- connect district, site, and classroom procedures to promote a climate of fairness and respect for all students?
- adapt routines, procedures, and norms to ensure the success of students with special needs?

## **2.7 Using instructional time to optimize learning**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- organize instruction to optimize learning time?
- pace instruction to accomplish learning goals?
- re-direct students’ off-task behavior to make the most of instructional time?

- adjust instructional time so that all students remain engaged and challenged?
- structure time for both independent and collaborative learning opportunities?
- balance instructional, preparation, administrative, and managerial time?

### **Standard 3 Understanding and Organizing Subject Matter for Student Learning**

Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to ensure student understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate of the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students. They address the needs of English learners and students with special needs to provide equitable access to the content.

#### **3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- ensure that my subject matter knowledge is sufficient to support student learning?
- continue to keep my subject matter knowledge current?
- identify, understand, and teach the key concepts and underlying themes and relationships in the academic content standards and state curriculum frameworks?
- integrate key concepts, themes, relationships, and connections across subject matter areas?
- ensure that my knowledge of the subject matter incorporates different perspectives, appropriate to the discipline?
- maintain and utilize current understanding of relevant content standards and frameworks?

#### **3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- apply my knowledge of human development and learning theory to the unique students that I teach?
- acquire understanding of my students' individual cognitive, social, emotional and physical development?
- connect content being taught to students' prior knowledge and experiences?
- build understanding of my English learners' levels of language acquisition in order to know how to best support their learning?
- build understanding of my students with special needs in order to know how and when to differentiate instruction?

#### **3.3 Organizing curriculum to facilitate student understanding of the subject matter**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- use my knowledge of student readiness to learn to organize, sequence, and enhance the

curriculum?

- apply my knowledge of the subject matter to organize curriculum, plan lessons and units, and select instructional strategies that demonstrate key concepts and their interrelationships?
- organize subject matter to reveal and value different cultural perspectives?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- utilize standards-aligned and/or adopted curriculum in ways that support student learning?

### **3.4 Utilizing instructional strategies that are appropriate to the subject matter**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- develop and use a repertoire of instructional strategies appropriate to the subject matter?
- build on students’ life experiences, prior knowledge, and interests to make subject matter relevant and meaningful to students?
- use effective instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- challenge all students to think critically in the subject area?
- help all students develop enthusiasm for and a deep knowledge of the subject matter?
- use strategies that make the depth and complexity of subject matter understandable to all students?

### **3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- know the full range of materials, resources, and technologies provided by the school or district?
- select materials, resources, and technologies to support differentiated student learning of the subject matter?
- select and use learning materials and resources that reflect the diversity in my classroom?
- use technologies to convey key concepts in the subject matter?
- learn about and access new instructional resources to support student learning?

### **3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- address the English Language Development (ELD) standards as they relate to my English learners’ levels of language acquisition?
- address the Individual Education Plan (IEP) goals and objectives of my students with special needs?
- select materials, resources, and technologies to support subject matter instruction of my English learners and students with special needs?
- ensure access to the critical concepts and themes in the academic content standards and state curriculum frameworks for students at various levels of English proficiency and for students with special needs?

## **Standard 4**

### **Planning Instruction and Designing Learning Experiences for All Students**

Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of all students. They modify and adapt instructional plans to meet the assessed learning needs of all students.

#### **4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- incorporate students' prior knowledge and experience in my curriculum and instructional planning?
- use knowledge of my students' lives, their families, and their communities to inform my planning of curriculum and instruction?
- use knowledge of my students' individual cognitive, social, emotional, and physical development to plan instruction and make appropriate adaptations to meet students' unique needs?
- plan lessons and units that promote access to academic content standards for all students?
- use knowledge of my English learners' levels of language proficiency to plan instruction that supports their subject matter learning and academic language development?
- use knowledge of my students' diverse learning needs to plan instruction that supports their learning?

#### **4.2 Establishing and articulating goals for student learning**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- build on the strengths, interests, and needs of all students to establish high expectations for learning?
- establish long-term and short-term goals that are based on academic content standards and reflect students' strengths, interests, and needs?
- determine learning goals that address all students' language abilities and diverse learning needs?
- establish learning goals that address school, district, and community expectations?
- work with students and families to establish learning goals?
- develop goals that prepare students for successful transition to their next learning environment?
- communicate clear, challenging, and achievable expectations for students?

#### **4.3 Developing and sequencing long-term and short-term instructional plans to support student learning**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- design an instructional program that considers the long-term and the short-term?
- use assessment results for long-term and short-term planning?
- incorporate diverse subject matter perspectives in my planning?
- select and sequence instructional strategies appropriate to the complexity of the lesson content and to student learning needs?
- plan an instructional program that supports students' second language learning and diverse learning needs?
- incorporate my professional expertise and knowledge of my students into a prescribed curriculum, pace, and district assessment calendar?
- collaborate with colleagues to make instructional decisions?
- design instruction so that students participate in setting and achieving their individual learning goals?

#### **4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- develop unit and lesson plans that build on and extend students' understanding of subject matter?
- ensure that each instructional strategy is related to learning goals?
- plan instruction to allow enough time for student learning, review, and assessment?
- use my knowledge of subject matter and my students to plan and appropriately pace instructional activities within a lesson and over time?
- check for understanding, prepare for adjustments, remediate or accelerate instruction, and individualize when appropriate?
- address the ELD standards appropriately, based on my English learners' levels of language acquisition?
- address the IEP goals and objectives of my students with special needs?
- select materials, resources, and technologies to support the learning needs of English learners and students with special needs?

#### **4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- interact with my colleagues to identify typically difficult concepts or skills for students in order to re-examine and strengthen plans for future lessons?
- proactively prepare for appropriate adjustments based on my assessment of student learning while teaching?
- strengthen existing plans for students at identified levels of English proficiency?
- strengthen existing plans for students with special needs?
- reflect on my successes and struggles and apply what I have learned about effective and ineffective strategies to existing plans for future lessons?
- reflect on my successes and struggles with the use of curriculum and apply what I have learned to existing plans for future lessons?

- capture what I have learned during a particular lesson so that I can revisit my plans in advance of teaching the lesson again?

## **Standard 5**

### **Assessing Students for Learning**

Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve all students in self-assessment, goal setting and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

#### **5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- become knowledgeable of the different types of assessments--and their uses, benefits, and limitations--that I draw on to inform my instruction?
- select assessment strategies and instruments appropriate to the learning outcomes being evaluated?
- use my knowledge of assessment concepts such as validity, reliability, and bias to choose assessments appropriate to my students?
- design grading practices that draw on multiple sources of information and reflect student learning?

#### **5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- keep a continuous and comprehensive record of group and individual achievement?
- select, design, and use assessment tools appropriate to what is being assessed?
- collect, select, and reflect upon evidence of student learning?
- work with families to gather information about all students and their learning?
- use standardized tests, diagnostic tools, and developmental assessments to understand student progress?
- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?
- assess student behavior to support learning?
- interpret data based on how an assessment is scored and what results it reports?

#### **5.3 Reviewing data, both individually and with colleagues, to monitor student learning**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- review student assessment data with colleagues?

- use assessment results to monitor my teaching and guide planning and instruction?
- use assessment information to determine when and how to revisit content that has been taught?
- use assessment data to eliminate gaps between students' potential and their performance?
- use assessment results to plan instruction to support English learners?
- use assessment results to plan instruction to support students' IEPs?

#### **5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- draw upon assessment data to support development of learning goals?
- review and revise learning goals with students over time?
- ensure that student learning goals reflect key subject matter concepts, skills, and applications?
- use informal assessments to adjust instruction while teaching?
- use multiple sources of assessment to measure student progress and revise instructional plans?
- work to differentiate goals and plans based on assessed needs of my diverse learners?
- address the specific needs of English learners and students with special needs as I use assessments to inform my instruction?

#### **5.5 Involving all students in self-assessment, goal setting, and monitoring progress**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- make assessment integral to the learning process?
- make assessment an interactive process between teacher and student?
- model self-assessment strategies for all students?
- develop and use tools and guidelines that help all students assess their work and monitor their learning goals?
- provide opportunities for all students to engage in peer discussion and reflection of their work?
- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

#### **5.6 Using available technologies to assist in assessment, analysis, and communication of student learning**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- become familiar with and select technology resources that support assessment practices?
- use technology to analyze student learning and inform instruction?
- use appropriate technology resources to communicate students' learning to students and their families?

#### **5.7 Using assessment information to share timely and comprehensible feedback with students and their families**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- provide all students with information about their progress as they engage in learning activities?
- initiate regular and timely contact with families and resource providers about student progress?
- communicate assessment results to families in ways that are respectful and understandable?
- provide families with ways to use assessment information at home to improve student learning?

## **Standard 6**

### **Developing as a Professional Educator**

Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to all students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

#### **6.1 Reflecting on teaching practice in support of student learning**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- assess my growth as a teacher over time?
- learn about teaching as I observe and interact with my students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional development plans that are based on my reflection and analysis?
- develop awareness of potential bias that might influence my teaching or affect student learning?

#### **6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- maintain an attitude of lifelong learning?
- establish goals and seek out opportunities for professional growth and development?
- ensure that professional goals are informed by appropriate resources such as the knowledge base for teaching, school and district priorities, colleagues, supervisors, mentors, and my personal reflections?
- use professional literature, district professional development, and other professional opportunities to increase my understanding of teaching and learning?
- learn more about my own professional roles and responsibilities?
- continue to seek out and refine approaches that make the curriculum accessible to all students?
- expand my knowledge and effective application of new instructional methods and technologies?

#### **6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- collaborate with teachers, administrators, education specialists, paraeducators, and staff to ensure that all students' diverse learning needs, interests, and strengths are met?
- remain receptive to the feedback of colleagues, mentors, and supervisors in support of my teaching practice and student learning?
- support school and district goals and priorities?
- contribute to school-wide events, activities, and decision-making?
- establish and maintain productive relationships with other school staff to become a visible and valued member of the school and district communities?
- contribute to the learning of other educators?
- benefit from and contribute to professional organizations to improve my teaching?
- benefit from and add to the knowledge base of the profession?

#### **6.4 Working with families to support student learning**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- value and respect students' families and appreciate their role in student learning?
- develop an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds?
- engage families as sources of knowledge about students' strengths, interests, and needs in support of their learning and personal growth and development?
- present the educational program to all families in a thorough and comprehensible fashion?
- provide opportunities for all families to participate in the classroom and school community?

#### **6.5 Engaging local communities in support of the instructional program**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- increase my understanding of the cultures and dynamics of my students' communities?
- value and respect the students' communities and appreciate the role of community in student learning?
- promote collaboration between school and community?
- identify and draw upon school, district, and local community social service resources to benefit students and their families?
- seek out and use additional resources from the local community and businesses to support student learning?
- provide my students with community-based experiences that support their learning?

#### **6.6 Managing professional responsibilities to maintain motivation and commitment to all students**

As teachers develop, they may ask, “How do I…” or “Why do I…”

- challenge myself intellectually and creatively throughout my career?
- find support and develop strategies to balance professional responsibilities with my personal needs?
- manage stress and maintain a positive attitude with students and colleagues?

- address the complications and challenges of teaching?
- identify sources of engagement and renewal in my professional work?

### **6.7 Demonstrating professional responsibility, integrity, and ethical conduct**

As teachers develop, they may ask, “How do I...” or “Why do I...”

- remain informed of, understand, and uphold the professional codes, ethical responsibilities, and legal requirements applicable to the profession?
- contribute to school and student success by being knowledgeable of learning goals, standards, and objectives established by relevant national, state, and local organizations and stakeholders?
- meet my professional obligations to implement school, district, state, and federal policies and guidelines?
- extend my knowledge about my professional and legal responsibilities for students' learning, behavior, and safety?
- maintain professional conduct and integrity in the classroom and school community?
- interact appropriately with students and families outside the classroom?
- demonstrate my professional obligations to students, colleagues, school, and the profession?

## ***A-8: Teach Like a Champion Study Guide***

The following includes discussion questions for over 60 techniques explained in the book.

## Chapter 1- Setting High Academic Expectations

### **TECHNIQUE 1: NO OPT OUT**

#### Key Idea:

A sequence that begins with a student unable to answer a question should end with the student answering that question as often as possible.

#### Activity:

As you read Technique 1, underline a phrase or sentence that stands out to you.

#### Discussion Questions:

1. What are the four basic “No Opt Out” formats? Which formats are you most likely to use?
2. What types of cues would be useful for students in your class to learn?

### **TECHNIQUE 2: RIGHT IS RIGHT**

#### Key Idea:

Set and defend a high standard of correctness in your classroom.

#### Activity:

On pages 37-39, the author writes of four ways in which educators slip up and allow students to answer questions that are only partially correct. Circle the category you would like to focus on improving.

#### Discussion Questions:

1. Do you agree or disagree with the statement, “The job of the teacher is to set a high standard for correctness: 100 percent.”
2. How do you set a high standard of correctness in your classroom? Where would you like to make improvements?

### **TECHNIQUE 3: STRETCH IT**

#### Key Idea:

The sequence of learning does not end with the right answer; reward right answers with follow-up questions that extend instruction.

#### Activity:

As you read Technique 3, underline a phrase or sentence that stands out to you.

#### Discussion Questions:

1. How do you use the technique of “Stretch It” in your classroom?
2. The author describes 6 types of “Stretch It” questions. Which ones do you plan to incorporate in your classroom?

### **TECHNIQUE 4: FORMAT MATTERS**

#### Key Idea:

It’s not just what students say that matters but how they communicate it. To succeed, students must take their knowledge and express it in the language of opportunity.

#### Discussion Questions:

1. What is the “language of opportunity?” Do you believe this is an important skill for students to possess?
2. What do you say or do when a student uses incorrect grammar? What strategies (if any) would you like to incorporate from Teach like a Champion?

### **TECHNIQUE 5: WITHOUT APOLOGY**

#### Key Idea:

There is no such thing as boring content. Never apologize for what you teach.

#### Activity:

Try to imagine the most “boring content (to you) that you could teach. Now script the first couple minutes of your class in which you find a way to make it exciting and engaging to students.

Discussion Questions:

1. How do you make learning accessible to your students?
2. Instead of apologizing, what alternatives can you/do you use in your classroom?

Chapter 2- Planning That Ensures Academic Achievement

**TECHNIQUE 6: BEGIN WITH THE END**

Key Idea:

When planning, begin with the objective in mind- ask yourself, “what do I want students to know or be able to do by the end of the lesson?”

Discussion Questions:

1. How do you normally develop lesson plans? What question(s) do you want to keep in mind as you prepare lesson plans in the future?
2. The author writes about the importance of effective unit planning. How do you utilize unit planning as you prepare lessons?

**TECHNIQUE 7: 4 M**

Key Idea:

A great lesson objective (and therefore a great lesson) should include the 4Ms: Manageable, Measurable, Made first, and Most important on the path to college.

Activity:

Think of a recent lesson plan. Did it fit the criteria of being manageable, measurable, made first, and most important?

Discussion Questions:

1. What objective criteria- manageable, measurable, made first, most important- stands out most to you?
2. Which criteria is strength for you? A weakness?

## **TECHNIQUE 8: POST IT**

### Key Idea:

Post your objective in a visible place in the classroom.

### Discussion Questions:

1. Where might you post objectives in your classroom? If you teach multiple subjects, how would you post multiple objectives?
2. How might you reference the posted objective while teaching the lesson?

## **TECHNIQUE 9: SHORTEST PATH**

### Key Idea:

All other things being equal, the simplest explanation or strategy is the best.

### Activity:

Think of a recent lesson objective. Did you utilize the shortest path in teaching this lesson?

### Discussion Questions:

1. What are some of the proven and trustworthy methods you use when developing lesson plans?
2. How often do you switch between methods in order to keep students motivated?

## **TECHNIQUE 10: DOUBLE PLAN**

### Key Idea:

It's as important to plan for what students will be doing during each phase of your lesson as it is to plan for what you'll be doing and saying.

### Discussion Questions:

1. Are you currently using this technique in your classroom? If not, how might you want to begin planning for this?

2. What are some of the activities you have students engage during a lesson? (ex. note taking, call and response, etc.)

## **TECHNIQUE 11: DRAW THE MAP**

### Key Idea:

Draw the Map refers to planning and controlling the physical environment, which should support the specific lesson goals for the day.

### Discussion Questions:

1. What do you want your default classroom layout to be and what would the most common other layouts look like? Will you use them enough to justify having your students practice moving from one to another?
2. What are the 5 most useful and important things you could put on the walls to help students do their work? Are they up?
3. What things are on your walls that don't need to be? Nominate 5 to take down. Chapter 3- Structuring and Delivering Your Lessons

## **TECHNIQUE 12: THE HOOK**

### Key Idea:

When necessary, use a short, engaging introduction to excite students about learning.

### Activity:

Put a star next to the hook categories that you use/would like to use in your classroom

### Discussion Questions:

1. What type of hooks do you currently use in your classroom?
2. Which new hooks would you like to incorporate in your classroom?

## **TECHNIQUE 13: NAME THE STEPS**

### Key Idea:

When possible, give students solution tools- specific steps by which to work or solve problems of the type you're presenting. This often involves breaking down a complex task into specific steps.

Activity:

Circle the four key components that are often part of Name the Steps classrooms.

Discussion Questions:

1. How do you scaffold new material in your classroom?
2. Are there certain step by step procedures/explanations you use in your classroom to help explain and clarify lessons?

**TECHNIQUE 14: BOARD=PAPER**

Key Idea:

Model for students how to track the information they need to retain from your lessons; ensure that they have an exact copy of what they need.

Discussion Questions:

1. Do students take notes in your classroom? What is the quality of their note taking?
2. How do you plan to incorporate this technique in your classroom?

**TECHNIQUE 15: CIRCULATE**

Key Idea:

Move around the classroom to engage and hold students accountable.

Activity:

Put a star next to the circulate strategy that you want to try using during the next week in your classroom.

Discussion Questions:

1. Is your classroom set up in such a way that you have full access to all students in the room? If not, how might you want to rearrange your room?

2. What are ways you can or do engage with students when you circulate in the classroom?

## **TECHNIQUE 16: BREAK IT DOWN**

### Key Idea:

As soon as a student error occurs, go back and ask a question or present information that builds the part of the material that they think was most likely to have caused the error, thus building the student's knowledge back from a point of partial understanding.

### Activity:

As you read Technique 16, underline one of the six types of Break It Down techniques you will focus on using this week in your class.

### Discussion Questions:

1. Think about two or three places in your lesson where students are most likely to make an error or misunderstand the lesson. Script a couple of Break It Down questions at varying levels of support for each of these likely error points.

## **TECHNIQUE 17: RATIO**

### Key Idea:

A successful lesson is rarely marked by a teacher's getting a good intellectual workout at the front of the room. Push more and more of the cognitive work out to students as soon as they are ready, with the understanding that the cognitive work must be on-task, focused, and productive.

### Activity:

The author discusses a number of methods to apply during discussions. Put a star by the 2 you want to focus on.

### Discussion Questions:

1. On a scale from 1-10 (with 10 being very high), how would you assess your current level of ratio?
2. How do you plan to increase your ratio?
3. How would you define "non-productive ratio?"

## **TECHNIQUE 18: CHECK FOR UNDERSTANDING**

### Key Idea:

Effective Check for Understanding equals gathering data constantly and acting on them immediately. The second part (acting on the data quickly) is both harder to do and at least as important.

### Discussion Questions:

1. How do you currently “check for understanding” in your classroom? What is one idea from the reading you could incorporate into your classroom?
2. How do you currently respond to data in your classroom? What is one idea from the reading you could incorporate into your classroom?

## **TECHNIQUE 19: AT BATS**

### Key Idea:

Students need lots and lots of practice, ten or twenty repetitions instead of two or three, to reach mastery.

### Activity:

Think of a new activity or hobby you were trying to learn. How did you learn this activity and get better at it?

### Discussion Questions:

1. How can you build in time during class to give students opportunity to practice skills?
2. What are some of the skills currently being taught in your class that students need regular opportunity to practice?

## **TECHNIQUE 20: EXIT TICKET**

### Key Idea:

End your lesson with a single question or short sequence of problems to solve at the close of class.

### Activity:

Design an exit ticket for a recent lesson. Does this ticket meet the criteria of being quick and designed to yield data?

Discussion Questions:

1. Do you currently use exit tickets in your classroom? What do these exit tickets typically look like?
2. Using exit tickets as a source of data, how will you ensure students understand the material being taught?

**TECHNIQUE 21: TAKE A STAND**

Key Idea:

This technique involves pushing students to actively engage in the ideas around them by making judgments about the answers their peers provide. This allows you to increase the number of students who participate in and process a particular part of your lesson.

Activity:

Underline a key phrase or sentence that stands out to you.

Discussion Questions:

1. How will you incorporate this technique in your classroom?
2. How can you transform a more passive type of Take a Stand (example- Thumbs Up, Thumbs Down) into a more engaging, active form of the technique?

**Chapter 4-Engaging Students in Your Lessons**

**TECHNIQUE 22: COLD CALL**

Key Idea:

In order to make engaged participation the expectation, call on students regardless of whether they have raised their hands.

Activity:

Put a star next to each of the 4 key principles of the Cold Call technique?

Discussion Questions:

1. How can Cold Call help to increase student engagement in the classroom?
2. How will you ensure Cold Call is viewed as a positive strategy, not as a gotcha?
3. How do you plan on using this technique in your classroom?

**TECHNIQUE 23: CALL AND RESPONSE**

Key Idea:

Use group choral response—you ask; they answer in unison—to build a culture of energetic, positive engagement.

Discussion Questions:

1. What specific cue will you use in order for students to know to respond in unison to your questions?
2. Do you plan on using this technique in your classroom? Why or why not?

**TECHNIQUE 24: PEPPER**

Key Idea:

Use fast-paced, group-oriented activities to review familiar information and foundation skills.

Activity:

Think of a recent lesson. Design a Pepper game in order to reinforce the skills learned.

Discussion Questions:

1. When might you use Pepper in your classroom?
2. How would you ensure your students view Pepper as a game?

**TECHNIQUE 25: WAIT TIME**

Key Idea:

Wait Time refers to the technique of delaying a few strategic seconds after you finish asking a question and before you ask a student to begin answering it.

Activity:

Jot down a couple of ideas for how you would narrate wait time in your class:

Discussion Questions:

1. How long do you wait before allowing students to answer a question?
2. How might you stretch this wait time briefly?

**TECHNIQUE 26: EVERYBODY WRITES**

Key Idea:

Set your students up for rigorous engagement by giving them the opportunity to reflect first in writing before discussing.

Activity:

Think of an upcoming lesson you will teach. Identify a place where all your students will write answers to your questions before a discussion. Where will they write and what will the expectations be (Will you collect their work? Are complete sentences required)?

Discussion Questions:

1. Do you agree or disagree with the statement by author Joan Didion, “I write to know what I think.”
2. What do you see are the primary benefits to the technique Everybody Writes?

**TECHNIQUE 27: VEGAS**

Key Idea:

Vegas is the sparkle, the moment during class when you might observe some production values: music, rhythm, dancing.

Activity:

Think of a recent lesson. How did you (or could you) add a little Vegas to it?

Discussion Questions:

1. How might Vegas take students off task and do as much harm as good? How will you prevent this from happening?

## **Chapter 5- Creating a Strong Classroom Culture**

### **TECHNIQUE 28: ENTRY ROUTINE**

Key Idea:

Entry Routine is about making a habit out of what's efficient, productive, and scholarly after you greet students and as students take their seats and class begins.

Activity:

Circle the entry routines you currently have in place in your classroom.

Where students sit/Homework Do Now/Beginning Activity Materials/Absent Day Before

Discussion Questions:

1. What entry routines are working well in your classroom?
2. What routines do you need to establish or want to work on?

### **TECHNIQUE 29: DO NOW**

Key Idea:

The Do Now means that your students are hard at work even before you have fully entered the room. They are productive during every minute and ready for instruction as soon as you start.

Discussion Questions:

1. Do your Do Now assignments conform to the 4 critical criteria mentioned in the book? If not, how would you consider changing or modifying your assignments to ensure:

Students can complete assignment without direction from teacher or discussion with classmates

Activity takes 3-5 minutes to complete

Requires written product

Activity preview's days lesson or review's a recent lesson

### **TECHNIQUE 30: TIGHT TRANSITIONS**

#### Key Idea:

A critical piece of any highly effective classroom is having quick and routine transitions that students can execute without extensive narration by the teacher. Transitions include times when students move from place to place or activity to activity.

#### Activity:

List some of the frequent transitions that occur in your classroom.

#### Discussion Questions:

1. What specific times during the day/during the class period do you lose valuable instructional time due to transition problems? What would you like to do differently during these times?
2. What is your plan for teaching transitions?

### **TECHNIQUE 31: BINDER CONTROL**

#### Key Idea:

Care enough about and demonstrate the importance of what you teach to build a system for the storage, organization, and recall of what your students have learned.

#### Discussion Questions:

1. Do you agree or disagree with the key idea above?

2. Do you currently require students to keep a binder for notes? If yes, how has the system been working? What problems have you encountered?

### **TECHNIQUE 32: SLANT**

#### Key Idea:

The 5 key behaviors that maximize students' ability to pay attention are included in the acronym SLANT- Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker.

#### Discussion Questions:

1. What acronyms or nonverbal cues do you use in your classroom to remind students of expectations?
2. If you are not currently using SLANT (or another acronym) and would like to incorporate this into your classroom, how will you teach the expectations to your students? How will you remember to use this acronym daily with your students?

### **TECHNIQUE 33: ON YOUR MARK**

#### Key Idea:

Every student should be ready to start class with books and papers out (or laptop) and pen or pencil (when applicable) in hand.

#### Discussion Questions:

1. What do your students need to start class? How will you (or do you) teach this expectation to students?
2. What happens if a student does not bring pencils, paper, or other materials to class? Is this system working for you?
3. What happens if a student is consistently not "on their mark?"

### **TECHNIQUE 34: SEAT SIGNALS**

#### Key Idea:

Develop a system for common needs, including going to the bathroom and sharpening pencils. This system should include signals a student can make from his/her seat, along with clear expectations for when and how these signals should be used.

Activity:

List the seat signals you currently use in your class:

Discussion Questions:

1. How are your bathroom procedures currently working? If they aren't working well, how might you consider modifying or changing them?
2. What seat signals would you consider adding or changing in order to ensure a smoother classroom environment?

### **TECHNIQUE 35: PROPS**

Key Idea:

Props are public praise for students who demonstrate excellence or exemplify virtues.

Activity:

Brainstorm one prop (feet stomping, shout out, clap, etc.) you would like to actively teach and regularly use in your classroom. Does your prop meet the criteria including being quick, visceral, universal enthusiastic, and evolving?

Discussion Questions:

1. The author lists a number of different ideas for Props. Which is your favorite?
2. How could using the technique Props create problems in your classroom? How would actively teaching Props help to prevent these problems from occurring?Chapter 6- Setting and Maintaining High Behavioral Expectations

### **TECHNIQUE 36: 100 PERCENT**

Key Idea:

There's one acceptable percentage of students following a direction: 100 percent. Less, and your authority is subject to interpretation, situation, and motivation.

### Activity:

Watch Clip 15, noticing how the teacher corrects individual behavior as an exercise in purpose, not power.

### Discussion Questions:

1. Why and how is 100% compliance necessary for student success?
2. What are the various components of the least invasive forms of intervention and when would you use each?
3. What are ways you can emphasize compliance and when would you incorporate these techniques in your class?

## **TECHNIQUE 37: WHAT TO DO**

### Key Idea:

One of our primary jobs is to tell students what to do and how to do it. Telling students what to do rather than what not to do is not only far more efficient and effective, but it refocuses us, even in moments that are about behavior, on teaching.

### Activity:

As a group or individually, take the following vague phrases and flip them into positive and specific instructions: “Pay attention.” “Don’t get distracted.” “Stop fooling around.”

### Discussion Questions:

1. Describe the four primary components of making sure your students know what to do.
2. Review the activity you just finished. Did your instructions include all four components of What to do?
3. How can practicing What to do in your classroom on a consistent basis assist in times of crisis behavior?

## **TECHNIQUE 38: STRONG VOICE**

The five components of Strong Voice provide five concrete techniques teachers can use to establish control, command, and the benign authority that makes the use of excessive consequences unnecessary.

Activity:

Watch clip #17 and share your observations with the group. Do you practice any of the demonstrated tips in your classroom? How well is it working?

Discussion Questions:

1. Describe each of the 5 components of Strong Voice. What does each mean in your own language?
2. How does the formal register assist with creating a strong voice? When would you use formal register and when might you use more casual register with your students?
3. How might you practice using Strong Voice in your classroom?

**TECHNIQUE 39: DO IT AGAIN**

Key Idea:

Doing it again and doing it right, or better, or perfect is often the best consequence. The goal is not compliance, but excellence, even in the little things.

Activity:

Watch clip #18 share your observations with the group. How does the teacher ensure her students will do it over until it's done correctly?

Discussion Questions:

1. What are some of the benefits of using Do it Again in with your students?
2. Why is it helpful to implement Do it Again the minute you realize the students are not going to meet the standard instead of waiting until the end of the lesson/routine?

**TECHNIQUE 40: SWEAT THE DETAILS**

Key Idea:

The key to Sweat the Details is preparation. Planning for orderliness means putting systems in place in advance that make accomplishing the goal of the lesson or activity quick and easy.

Activity:

Consider the policies and procedures you will need to put in place for your classroom to run smoothly during arrival, dismissal, direct teach, independent work, partner/group work and to get your students' attention.

Discussion Questions:

1. What needs to happen in your classroom to create the perception of order for your students?
2. How will you teach your students the expectations for policies about homework and attendance and procedures such as when to sharpen pencils and turn in work?

### **TECHNIQUE 41: THRESHOLD**

Key Idea:

The most important moment to set expectations in your classroom is the minute your students enter or, if they are transitioning within the room, when they formally begin their lesson.

Activity:

Brainstorm rituals to use when you are not able to greet students at the door (such as transitioning in the classroom or if you are not allowed to have students line up outside of your door). Share your ideas with the group.

Discussion Questions:

1. Why is greeting students at the door before they enter the classroom important?
2. How can you make Threshold fit your own personal style?
3. How might you use Threshold when transitioning from one activity to another?

### **TECHNIQUE 42: NO WARNINGS**

Key Idea:

Warnings tell students that a certain amount of disobedience will be not only tolerated, but is expected. Using minor interventions and small consequences that you can administer fairly and without hesitation before the situation becomes emotional is the key to maintaining control and earning students' respect.

Activity:

1. For each of the common off-task behaviors listed below, write down and practice with a friend or in front of a mirror a nonverbal intervention you could use to correct it while teaching:

- Student slouched in chair
- Student with head down on her desk, eyes up
- Student persistently looking under his desk for an unidentified something

2. For each of the off-task behaviors in question 1, script a positive group correction and an anonymous individual correction to address them. Warning!

- Student with head down on desk, eyes hidden
- Student gesturing distractingly to another student

## **Chapter 7- Building Character and Trust**

### **TECHNIQUE 43: POSITIVE FRAMING**

#### Key Idea:

Make corrections consistently and positively. Narrate the world you want your students to see even while you are relentlessly improving it. Positive Framing means making interventions to correct student behavior in a positive and constructive way. It does not mean avoiding interventions so you can't talk instead only about the positive behavior you see.

#### Activity:

Watch clip #19 and share your observations with the group. (Note that this clip concentrates the amount of Positive Framing the teacher does – keep in mind that it is often better to sprinkle it in regularly but in small amounts throughout the lesson.)

#### Discussion Questions:

1. What are the six rules for Positive Framing? Which do you already do well?
2. Which of the six rules do you need to work on to incorporate into your classroom practice? What is your plan for making this happen?

### **TECHNIQUE 44: PRECISE PRAISE**

#### Key Idea:

Positive reinforcement is one of the most powerful tools in every classroom and should happen at least three times as often as criticism and correction; however, it is important to implement this tool correctly so as not to undermine it.

### Activity:

Consider the three most frequent off-task behaviors that occur in your classroom. Now flip each behavior to a positive statement to help make sure you're giving clear and specific expectations to your students.

### Discussion Questions:

1. What is the difference between acknowledgement and praise?
2. Why should praise be “loud” and corrections or fixes be soft?
3. What can you do to ensure your praise is genuine?

## **TECHNIQUE 45: WARM/STRICT**

### Key Idea:

You should seek to be both warm and strict and often at the same time. When you are clear, consistent, firm, and unrelenting at the same time positive, enthusiastic, caring and thoughtful, you start to send the message to students that having high expectations is part of caring for and respecting someone. This is powerful.

### Activity:

You may want to answer the discussion questions before completing the following activity: Practice using one of the four strategies for Warm/Strict with a colleague.

### Discussion Questions:

1. What are the four techniques you should use to make Warm/Strict effective?
2. Describe the “tyranny of the ‘or’” and how using Warm/Strict can counteract this belief.

## **TECHNIQUE 46: THE J-FACTOR**

### Key Idea:

The finest teachers offer up the work with generous servings of energy, passion, enthusiasm, fun, and humor – not necessarily as the antidote to hard work but because those are some of the primary ways that hard work gets done. Finding the joy in learning – the J-Factor- is a key driver not just of a happy classroom, but a high-achieving classroom.

### Activity:

Watch either clip #20 or clip #21 and share your thoughts with the group.

Discussion Questions:

1. Describe the five categories of J-Factor in your own words.
2. Thinking about your grade level and/or content, what could you do to boost the J-Factor in your class(es)?

**TECHNIQUE 47: EMOTIONAL CONSTANCY**

Key Idea:

Modulate your emotions and be careful about the language used in class. Success is in the long run about a student's consistent relationship with productive behaviors.

Activity:

Think about a time when a student's behavior has angered or upset you. Now practice taking your emotion out of the conversation when you talk with the student about the concern. You may write your response out if you find it helpful.

**TECHNIQUE 48: EXPLAIN EVERYTHING**

Key Idea:

Students in high-performing classrooms understand the dynamics of personal and group accountability.

Discussion Questions:

1. Why is it important to explain rationale for the rule or procedure in a calm moment, before any misbehavior occurs?
2. What can you do to make sure your thinking and rationale for how you run the classroom is clear to your students?

**TECHNIQUE 49: NORMALIZE ERROR**

Key Idea:

Getting it wrong and then getting it right is one of the fundamental processes for schooling. Respond to both parts of this sequence, the wrong and the right, as completely normal.

Discussion Questions:

1. Why is it important to not over-praise right answers?

2. How can you differentiate praise for hard work and praise for getting the right answer?

## **Chapter 8- Improving Your Pacing**

Pacing Techniques:

### **CHANGE THE PACE**

#### Key Idea:

Using a variety of activities to accomplish your objective and moving from one to another throughout the course of the lesson is using Change the Pace since research indicates that many people's attention span is only 10 minutes. With that being said, one of the greatest gifts a school can give a student is to increase his or her capacity to concentrate for extended periods of time.

#### Activity:

Think about a lesson you will be teaching soon. Plan for a variety of activities that are tied together, to increase student engagement.

#### Discussion Questions:

1. Using the age plus 2 rule, how long should you stay on one activity during class?
2. How can teachers respond to limited attention spans and gradually and persistently extend them?
3. How might using a variety of activities assist all students in your class?

### **BRIGHTEN LINES**

#### Key Idea:

Making activities begin and end crisply and clearly rather than melding together in an undifferentiated stew can have a positive effect on pacing.

#### Discussion Questions:

How will you change how you transition from activity to activity to brighten the lines and give the illusion of speed to your lessons?

## **ALL HANDS**

### Key Idea:

You can create the illusion of speed by shifting rapidly among and involving a wide array of participants by using All Hands.

### Activity:

Plan how you will teach your students to answer questions in one or two sentences. What phrase or cue will you use to remind your students to keep it succinct if they begin to give long-winded or meandering answers to your questions?

## **EVERY MINUTE MATTERS**

### Key Idea:

Time is a teacher's most precious resource, one that must carefully be guarded so it is not wasted.

### Activity:

Plan several short activities and always keep them handy so you're prepared when a two-minute opportunity emerges: the end of class, in the hallway, while waiting for a bus, etc...

### Discussion Questions:

1. How can you ensure that every minute in your classroom is utilized for instruction?
2. What are some ways you can turn reviews into a fun exercise to reward students for their hard work and continue instruction at the same time?

## **LOOK FORWARD**

### Key Idea:

Create excitement and anticipation in your class by utilizing even mild suspense about activities or learning that will happen during the lesson or the day.

### Discussion Questions:

1. Why is it important to give your students something to look forward to?
2. In what ways will you create excitement and anticipation about your class?

## **WORK THE CLOCK**

### Key Idea:

Using frequent countdowns creates a sense of urgency and emphasizes the importance of each second.

### Discussion Questions:

1. How might using a countdown allow you to continually set goals for your class's speed in meeting expectations?
2. How does identifying students who are ready during the countdown help reinforce expectations in the classroom? What is the potential danger of identifying students who met your expectation without the use of a countdown?

## **Critical Thinking Techniques:**

### **ONE AT A TIME**

#### Key Idea:

Disciplining yourself to use the One at a Time technique, particularly when you're most engaged and enthused, helps focus students on developing one idea at a time and focuses you on questioning with a specific goal or purpose in mind.

In scholastic questioning, offering a menu of questions is likely to cause confusion and inefficiency.

#### Activity:

Interview someone in the group and practice asking this person only one question at a time. What made the task easy or difficult? What can you learn that you can apply to teaching?

### Discussion Questions:

1. How does asking one question at a time assist you with planning follow-up questions to ensure your students have a full understanding of the lesson concept?
2. What steps can you take to ensure you ask only one question at a time, even when excited about the material?

## **SIMPLE TO COMPLEX**

### Key Idea:

Effective questions initially engage students' thinking about a topic in contained and concrete ways and then push them to think more deeply and broadly.

### Activity:

Using a lesson you plan to teach, practice writing questions that move from the simple to the more complex.

### Discussion Questions:

1. Why might more complex questions yield more value if asked after you've established and affirmed your students' fact base and logical building blocks with simpler questions?

## **VERBATIM (No Bait and Switch)**

### Key Idea:

You want your questions to matter and you want students to hear them and participate in thoughtful reflection. Keeping your questions constant makes this easier for your students to do and helps you avoid an unintentional "bait and switch" on the students.

### Activity:

Practice asking a question and then, after utilizing wait time, asking the same question again, verbatim.

## **CLEAR AND CONCISE**

### Key Idea:

Make sure your questions are clear and concise so your students know what it is you are asking them and are able to answer correctly.

### Activity:

Familiarize yourself with the 5 elements of Clear and Concise and practice writing questions that use some or all of the following elements:

- Start with a question word
- Limit them to two clauses
- Write them in advance, when they matter

- Ask an actual question
- Assume the answer

## **STOCK QUESTIONS**

### Key Idea:

Creating stock questions, based on theme and variation, allows you to ask similar sequences of questions over and over in different settings.

### Activity:

Consider a lesson you're teaching. What are the main concepts you want your students to learn? Practice creating stock questions for this concept that can be used in a variety of settings to ensure students are learning.

## **HIT RATE**

### Key Idea:

The Hit Rate is the rate at which students answer your questions correctly or adequately. While it is okay to start out with 100% accuracy at the beginning of a lesson or during review, when you begin to approach 100% this is often an indication that you need to ask harder questions. If your hit rate is below two out of three, you either have a problem with how you presented the material you taught or how aligned your questions are to the material.

### Activity:

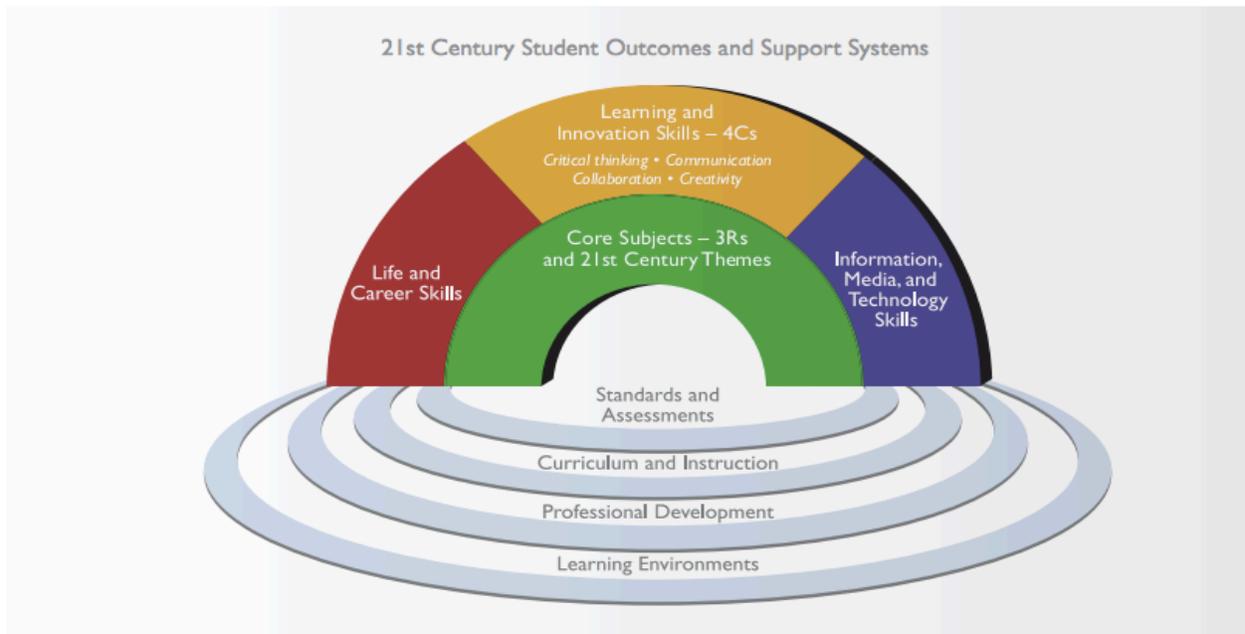
During your next questioning session, keep track of the Hit Rate and adjust your questions accordingly.

## **A-9: Framework for 21<sup>st</sup> Century Learning**



# Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for student success in the new global economy.



## 21st CENTURY STUDENT OUTCOMES

The elements described in this section as “21st century student outcomes” (represented by the rainbow) are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

## CORE SUBJECTS AND 21st CENTURY THEMES

Mastery of core subjects and 21st century themes is essential for all students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

#### *Global Awareness*

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

#### *Financial, Economic, Business and Entrepreneurial Literacy*

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

#### *Civic Literacy*

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes

- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

### *Health Literacy*

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

### Environmental Literacy

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

## **LEARNING AND INNOVATION SKILLS**

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

## CREATIVITY AND INNOVATION

### *Think Creatively*

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

### *Work Creatively with Others*

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes P21 Framework

### *Implement Innovations*

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

## CRITICAL THINKING AND PROBLEM SOLVING

### *Reason Effectively*

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

### *Use Systems Thinking*

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

### *Make Judgments and Decisions*

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

### *Solve Problems*

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

## COMMUNICATION AND COLLABORATION

### *Communicate Clearly*

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

### *Collaborate with Others*

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

## **INFORMATION, MEDIA AND TECHNOLOGY SKILLS**

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

### INFORMATION LITERACY

#### *Access and Evaluate Information*

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

#### *Use and Manage Information*

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

### MEDIA LITERACY

#### *Analyze Media*

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

### *Create Media Products*

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

### ICT (Information, Communications and Technology) LITERACY

#### *Apply Technology Effectively*

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc. communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

## **LIFE AND CAREER SKILLS**

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

### FLEXIBILITY AND ADAPTABILITY

#### *Adapt to Change*

- Adapt to varied roles, jobs responsibilities, schedules and contexts

- Work effectively in a climate of ambiguity and changing priorities

### *Be Flexible*

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

## INITIATIVE AND SELF-DIRECTION

### *Manage Goals and Time*

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

### *Work Independently*

- Monitor, define, prioritize and complete tasks without direct oversight

### *Be Self-directed Learners*

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

## SOCIAL AND CROSS-CULTURAL SKILLS

### *Interact Effectively with Others*

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

### *Work Effectively in Diverse Teams*

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

## PRODUCTIVITY AND ACCOUNTABILITY

### *Manage Projects*

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

### *Produce Results*

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
  - Work positively and ethically
  - Manage time and projects effectively
  - Multi-task
  - Participate actively, as well as be reliable and punctual
  - Present oneself professionally and with proper etiquette
  - Collaborate and cooperate effectively with teams
  - Respect and appreciate team diversity
  - Be accountable for results

## LEADERSHIP AND RESPONSIBILITY

### *Guide and Lead Others*

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

### *Be Responsible to Others*

- Act responsibly with the interests of the larger community in mind

## **21st CENTURY SUPPORT SYSTEMS**

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

### 21st Century Standards

- Focus on 21st century skills, content knowledge and expertise
- Build understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasize deep understanding rather than shallow knowledge
- Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
- Allow for multiple measures of mastery

## Assessment of 21st Century Skills

- Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills

## 21st Century Curriculum and Instruction

- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

## 21st Century Professional Development

- Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses

- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21st century skills development
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scalable and sustainable model of professional development

### 21st Century Learning Environments

- Create learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allow equitable access to quality learning tools, technologies and resources
- Provide 21st century architectural and interior designs for group, team and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online

## **A-10: Project-Based Learning Sample**

The following Project-Based Learning (PBL) sample unit is from a 6<sup>th</sup> grade science lesson about physics. It comes from a free project bank created through the West Virginia Department of Education, and as such is just a sample of the key pieces of what project based learning might look like at Caliber:

**Teach21 Project Based Learning  
It's Simply a Balancing Act  
Science Sixth Grade  
View**

<b>Title</b>	It's Simply a Balancing Act		
<b>Creator:</b>	Gaston, Mary Ann <a href="mailto:magaston@access.k12.wv.us">magaston@access.k12.wv.us</a>		
<b>Source:</b>	Secondary PBL Project, 2008-2009		
<b>Project Idea:</b>	Recently an announcement was made that an amusement park was going to be built in your community. As experts on simple machines and forces, your team has been asked to design a prototype similar to Rube Goldberg's game, <i>Mousetrap</i> for the park. The game must utilize balanced and unbalanced forces with simple machines to complete an everyday task in a minimum of eight steps.		
<b>Entry Event:</b>	The mayor of your hometown recently announced that an amusement park will be built in the community. The amusement park planning committee sent a <a href="#">letter</a> to sixth grade classes throughout the county requesting teams of four to participate in the park's design. The problem/challenge is to construct an eight step model using simple machines with balanced/unbalanced forces to complete a simple task. The model will simulate a Rube Goldberg design for an attraction in the park. Your final multimedia presentation will be presented to the planning committee and the winning group will have their design replicated for the amusement park. If your class chooses to participate, a member of the planning committee will visit your class to explain the problem in detail. As a kickoff for the challenge, the guest speaker will present the class with <i>Mousetrap</i> games designed by the famous scientist, Rube Goldberg.		
<b>Content Standards &amp; Objectives:</b>	<b>Objectives Directly Taught or Learned Through Discovery</b>	<b>Identified Learning Target</b>	<b>Evidence of Success in Achieving Identified Learning Target</b>
	SC.O.6.1.05 Cooperate and collaborate to ask questions, design and conduct investigations to find answers and solve problems.	Cooperate to build and experiment with the <i>Mousetrap</i> game, investigate Rube Goldberg's contributions to the world and find/understand the simple machines utilized in his models.  Collaborate as a class through discussion on how Project Based	As a class, complete a Know, Want to Know, and Learned ( <a href="#">KWL chart</a> ) on simple machines. Individually, students will complete a <a href="#">Knowledge Rating Scale</a> on simple machine vocabulary.  The students will take notes on Rube Goldberg and his use of simple

	<p>SC.0.6.2.21 Examine simple machines and the forces involved.</p>	<p>Learning (PBL) works in the classroom and the driving question – “How do amusement park rides work?”</p> <p>In cooperative learning groups of 4, visit an interactive website <a href="#">Simple Machines Learning Site</a> to find directions to build and complete experiments to examine each of the six simple machines along with the forces involved.</p> <p>Work together to complete each experiment and draw conclusions from experiments about each simple machine and forces utilized.</p>	<p>Goldberg and his use of simple machines in their learning log.</p> <p>Students will start collecting items to build a model to address the driving question on simple machines.</p> <p>Each student will record in their science journal the types of simple machines by drawing and labeling parts of each simple machine along with the forces utilized.</p> <p>After the six experiments on simple machines, the group will discuss and complete the <a href="#">Simple Machines Lab Questions</a>.</p> <p>After experiencing the cooperative group’s interactions, students will complete a <a href="#">Cooperative Learning Checklist</a> on members and <a href="#">Self Evaluation Form</a>.</p> <p>After experiments, students will discuss the purpose and use of six different simple machines. Each student will complete an exit card listing the six simple machines.</p> <p>In an individual learning log, the student will take notes concerning real world uses and forms of each simple</p>
	<p>SC.0.6.2.22 Apply the effects of balanced and unbalanced forces on</p>	<p>Watch a video, <a href="#">‘Work, energy and the simple machine: compound</a></p>	

motion of objects.

[machine](#) to examine simple machines in real life.

Read *Equal Shmequal* (2005) by Virginia L. Kroll and Philomena O'Neil. Discuss how balanced and unbalanced forces were applied.

Apply the effects of balance and unbalanced forces by exploring and completing five simulations based on changing controlled variables when using simple and compound machines using [Amusement Parks' Physics website](#).

SC.0.6.3.02 Construct a variety of useful models of an object, event, or process.

Participate in a discussion between the class and an engineer on the amusement park design committee or engineer from local college to discuss how to construct a useful model.

In cooperative learning groups of four, design, construct and test a model of a game with eight steps using simple machines to complete a simple task for an amusement park being built in your community.

machine.

Each student will take a quiz on each of the six simple machines using the [Frayer Model](#).

Students will participate in a class discussion concerning the different meanings of equal and how it applies to forces. Each student will explain the different meanings on an exit card.

On [Data Collection](#) lab sheet, the student will summarize results concerning balanced and unbalanced forces in simulations and report to the class their findings.

As a cooperative learning group, the students will formulate 3 questions based on knowledge gained concerning simple machines/forces and design of amusement park games or rides.

The group will provide a blueprint of the model and a prototype utilizing eight steps to complete a simple task using simple machines.

Groups will make multimedia presentations to their class, other sixth grade classes, guest engineer and amusement park design

			committee. The multimedia presentation (such as PowerPoint or video) and model will be scored with the <a href="#">Project Presentation Rubric</a> and <a href="#">Collaboration Rubric</a> .
--	--	--	---

21st Century Skills	Learning Skills & Technology Tools	Teaching Strategies Culminating Activity	Evidence of Success
<b>Information and Communication Skills:</b>	21C.O.5-8.1.LS3 - Student presents thoughts, ideas, and conceptual understanding efficiently, accurately and in a compelling manner and enhances the oral or written presentation through the use of technology.	Reinforce student's use of Internet research, word processing, digital photography, and PowerPoint with the help of media specialist and/or technology teacher.	All group members will collaborate to create an oral presentation along with a multimedia component (group choice) containing digital pictures of process and explanation.
<b>Thinking and Reasoning Skills:</b>	<p>21C.O.5-8.2.TT2 - Student collaborates with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p> <p>21C.O.5-8.2.TT3 - Student uses multiple technology tools for gathering information in order to solve problems, make informed decisions, and present and justify the solutions.</p>	<p>In cooperative learning groups of four, discuss the effects of various simple machines and the balanced versus unbalanced forces interacting in their experiments and models. Ask guest engineer questions concerning results and possible modifications.</p> <p>Use a variety of websites for research and interactive simulations to explore the effects on simple machine when forces change.</p> <p>Use multiple technology tools such as a digital camera, PowerPoint software or video to present solution.</p>	<p>Through research, experimentation, and expert questioning, the students will utilize knowledge to design a final presentation using multimedia tools to explaining the effects of balanced and unbalanced forces on simple machines. The final presentation will be presented to sixth grades classes and a design committee for the amusement park.</p> <p>In their group, the students will collect information, participate in experiments, draw conclusions and build a structure to examine the effects of forces on simple machines.</p> <p>In a cooperative learning group, each member will contribute to a final multimedia presentation utilizing a digital camera, PowerPoint software or video.</p>
<b>Personal and Workplace Skills:</b>	21C.O.5-8.3.LS3 - Student sets challenging goals and strategically plans to reach those goals, monitors performance and adjusts effort	Discuss effective collaborative work assignments and roles/responsibilities in a group.	The student will complete a cooperative learning checklist after experiments on simple machines.

	<p>and strategies, seeks assistance when needed, and demonstrates focused commitment to reaching the established goals.</p>	<p>Explore and discuss as a class a <a href="#">Cooperative Learning Group Contract</a> to encourage positive behavior.</p> <p>Review the <a href="#">Self-Evaluation Form</a>, <a href="#">Project Presentation Rubric</a> and <a href="#">Collaboration Rubric</a> to reflect on group work on final project.</p>	<p>The group will utilize the sample <a href="#">Cooperative Learning Group Contract</a> or design their own to manage behaviors and collaborative work.</p> <p>The student will complete the <a href="#">Self Evaluation Form</a> and <a href="#">Collaboration Rubric</a> after the final presentation. The group will discuss results of their <a href="#">Project Presentation Rubric</a> and <a href="#">PBL Reflection</a> completed by the teacher.</p>
--	---	---	--

<p><b>Performance Objectives:</b></p>	<p><b>Know</b></p> <ul style="list-style-type: none"> <li>Types of simple machines and the forces involved.</li> <li>Effects of balanced and unbalanced forces on the motion of an object.</li> <li>How to use search engines and basic computer skills.</li> <li>How to participate in a cooperative learning group as an effective member.</li> </ul> <p><b>Do</b></p> <ul style="list-style-type: none"> <li>Research, design and construct a scientific model utilizing simple machines and forces to complete a simple task.</li> <li>Complete numerous trials of an experiment and make modifications to the model.</li> <li>Use PowerPoint and word processing skills for a presentation.</li> <li>Use digital camera then upload pictures for presentation.</li> </ul>
---------------------------------------	--

<p><b>Driving Question:</b></p>	<p>How do amusement park rides work?</p>
---------------------------------	--

<p><b>Assessment Plan:</b></p>	<p>Your role as a team of engineers/physical scientists for an amusement</p>
--------------------------------	--

		<p>park being built in your town is to design and build a model composed of simple machines using balanced and unbalanced forces to complete a simple task. Groups will experiment with the six simple machines in an online lab setting and complete <a href="#">Simple Machines Lab Questions</a>. Groups will explore simulations of amusement park rides by changing variables involved and complete <a href="#">Data Collection Sheet</a>. A multimedia presentation of the project will be made to the sixth grade classes, guest expert and planning committee for the amusement park. A <a href="#">Project Presentation Rubric</a> and <a href="#">Collaboration Rubric</a> will be used for evaluation.</p>			
	<b>Major Individual Projects</b>	<p>Individually, students will complete a learning journal of notes from research and results from labs on simple machines experimentations/simulations online, <a href="#">Knowledge Rating Scale</a>, exit cards, <a href="#">Cooperative Learning Checklist</a>, <a href="#">Group Contract</a>, <a href="#">Self-Evaluation Form</a>, <a href="#">PBL Reflection</a> and <a href="#">Collaboration Rubric</a>.</p>			
<b>Assessment and Reflection:</b>	<b>Rubric(s) I Will Use:</b>	Collaboration <a href="#">Cooperative Learning Group Contract</a>	X	Written Communication	
		Critical Thinking & Problem Solving		Content Knowledge	
		Oral Communication		Other <a href="#">Project Presentation Rubric</a>	X
	<b>Other Classroom Assessments For Learning:</b>	Quizzes/Tests <a href="#">Frayer Model</a>	X	Practice Presentations	
		Self-Evaluation <a href="#">Knowledge Rating Scale</a> <a href="#">KWL Chart</a> <a href="#">Self Evaluation Form</a>	X	Notes/Lab Activities/Analysis <a href="#">Simple Machines Lab Questions</a> <a href="#">Data Collection lab sheet</a>	X
		Peer Evaluation	X	Checklists/Observations <a href="#">Cooperative Learning Checklist</a>	X
		Online Tests and Exams		Concept Maps	
	<b>Reflections:</b>	Survey		Focus Group	
		Discussion		Task Management Chart	

	Journal Writing/Learning Log	Other	X
		<a href="#">Cooperative Learning Group Contract</a>	
		<a href="#">PBL Reflections</a>	

**Map The Product:**

Use the [Timeline-Storyboard](#) to schedule activities, experiments, discussions, guest speaker, presentations and assessments for the project. The timeline is a guide for completion of the PBL in a departmentalized setting. The project is designed for 50 minute class periods over four weeks. Some of the steps provided may require multiple days to complete based on group's ability and availability of technology. Attention should be given to scheduling appropriate time for multimedia needs.

**Product:** The final product is in response to a problem presented by a local amusement park planning committee to sixth grade classes in our school district. Each group of four students will design and build a model of an amusement park attraction composed of simple machines using balanced and unbalanced forces to complete a simple task in eight steps. The final presentation will reflect the group's prior knowledge and knowledge gained through research on scientist, Rube Goldberg, experimentation with six simple machines and simulations of various amusement park attractions. The group will collect supplies/materials throughout the PBL for the final model and will be given the final presentation rubric before construction begins to assure the group is aware of scoring requirements. Each group will present using a multimedia format of their choices such as PowerPoint or video recording. The audience for the final presentation will consist of classroom teacher, multimedia teacher, other sixth grade classes, guest engineer and representatives from the amusement park planning committee.

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Using search engines for research	X		
2. Cooperative learning skills	X		
3. Types and uses of simple machines			X
4. Balanced and unbalanced forces			X
5. Digital Photography skills		X	
6. PowerPoint skills		X	
7. Oral Presentation skills		X	

**Resources:**

**School-based Individuals:**

Media specialist  
technology teacher

**Technology:**

Computer lab  
digital camera  
PowerPoint software

**Community:**

Engineer from amusement park committee  
engineer/scientist from local college or university

**Materials:**

Supplies listed on [Simple Machines Learning website](#) for simple machine experiments. A variety of everyday materials are needed for building final project (ex. cardboard tubes, string, balls, containers, etc.). Book titled *Equal Shmegual* by Virginia L. Kroll and Philomena O'Neil (2005).

**Websites:**

**Simple Machines Learning Site:** An interactive website used to find directions to build and complete experiments on each of the six simple machines. [http://www.coe.uh.edu/archive/science/science\\_lessons/scienceles1/finalhome.htm](http://www.coe.uh.edu/archive/science/science_lessons/scienceles1/finalhome.htm)

**Video: "Work, energy and the simple machine: compound machine":** A video which provides real world uses and forms of simple machines. <http://search.discoveryeducation.com/>

**Amusement Park Physics-What are the forces behind the fun?:** An interactive website to explore and complete five simulations based on the effects of changing controlled variables when using simple and compound machines. <http://www.learner.org/interactives/parkphysics/>

**Cooperative Learning Group:** A website to assist with additional ideas for cooperative learning activities, checklists and group contracts. <http://www.novelapproachpbl.com/CollaborationSkillBuilding.htm>

**techSteps:** West Virginia Department of Education recommended website with grade level activities for incorporating technology instruction in 21<sup>st</sup> Century Skills and Content Standards and Objectives. <http://www.techSteps.com>

**Note to Teacher:** If your school district does not have a site license for Discovery Education (previously named United Streaming) for video or simulations consider additional free online resources (Teachers Domain), county media center (RESA) or use traditional lab experiments with simple machines.

**Manage the Process:**

**Notes to Teacher**

**Cooperative Learning** - This project is designed for students to be actively involved in cooperative learning groups of four students. These groups should be predetermined by the teacher considering student's strengths, weaknesses and personalities. If cooperative grouping responsibilities have not been addressed in the classroom earlier in the year, time will be needed to address these issues. The [Novel Approach](#) website provides several examples of activities, checklist and group contracts for additional ideas. The cooperative learning checklist and a

self evaluation will be completed after the first group activity to prepare them for designing a group contract for the final project. A collaboration rubric will be used after the final presentation.

**Technology** - Students will be expected to have basic computer skills and access to multimedia tools such as digital cameras and computers. Arrangements need to be made to provide these tools. If computer access is limited, the teacher may download directions for experiments. The [Simple Machine Learning Site](#) does require a minimum amount of supplies for students to physically manipulate and complete experiments.

The [Amusement Park Physics](#) website is all completed electronically on the computer. If students need extensive instruction on technology skills required for this project, the teacher might consider using the West Virginia Department of Education *techSteps* projects before attempting this PBL.

**Differentiated Instruction** - Throughout the PBL, the students are given the opportunity to make many choices which allows for their interest and learning styles. Students can get help from other group members or teacher if entire group needs assistance.

**Classroom Environment** – The physical setting needs to be flexible to accommodate collaborative work. Work stations with supplies and materials need to be accessible to all groups. Student work could be secured in files or boxes as storage from one class period to the next.

**Assessment** – Samples have been provided for a traditional quiz, knowledge scale, data collection lab sheet, group checklist and contract, self evaluation form, collaboration rubric and final presentation rubric. These samples may be modified by the teacher and/or the students to meet the needs of the particular classroom. The teacher may consider completion of lab questions and data collection to be done individually rather than as a group. Exit cards are simple 3 x 5 note cards students completed the last few minutes of class to provide the teacher with feedback on the level of each student's level of understanding. Debriefing in a fishbowl format is arranging the students in a large circle with a smaller circle for the group inside plus one extra chair. The group in the inner circle discusses their project while the audience in the outer circle listens. If a member of the audience wants to join the discussion, ask a question or make a comment then they move to the empty chair.

**Project Evaluation:**

Individually, students will complete science learning logs of notes from research and results from experimentations, [Knowledge Rating Scale](#), [Frayer Model quiz](#), [Self Evaluation Form](#), and exit cards. As a group the students will complete the [Simple Machines Lab Questions](#), [Data Collection](#) lab sheet, [Cooperative Learning Group Contract](#) and [Cooperative Learning Checklist](#). The final project will be assessed using the [Project Presentation Rubric](#) and [Collaboration Rubric](#) designed for the group oral/multimedia presentation and model. The presentation rubric will be completed by classroom teacher, media specialist/technology teacher, guest engineer and planning committee representative from the community. The collaboration rubric will be completed by each group member. The teacher may consider videotaping the presentation for future review and reflection by the group members. Group members will complete a cooperative learning checklist after initial experimentation on simple machines. Each student will fill out a self evaluation form after the first experience in a group and following the final presentation. Next, the class will review the original [KWL chart](#) to assess growth in content. Finally, the class will debrief in a fishbowl format by reflecting on what worked best with the groups and projects, misconceptions student may have had, what could be improved and how the project could be expanded. In addition, each student will complete a [PBL Reflection](#) to provide his or her thoughts on the process of project base learning and this particular project.

**Resource Files Uploaded**

## Resource Files

- [UP3288WS2.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS2.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS2.doc)
- [UP3288WS3.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS3.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS3.doc)

- [UP3288WS4.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS4.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS4.doc)
- [UP3288WS5.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS5.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS5.doc)
- [UP3288WS6.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS6.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS6.doc)
- [UP3288WS7.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS7.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS7.doc)
- [UP3288WS8.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS8.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS8.doc)
- [UP3288WS9.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS9.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS9.doc)
- [UP3288WS10.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS10.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS10.doc)
- [UP3288WS11.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS11.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS11.doc)
- [UP3288WS12.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS12.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS12.doc)
- [UP3288WS13.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS13.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS13.doc)
- [UP3288WS14.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS14.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS14.doc)
- [UP3288WS15.doc](http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS15.doc)  
(http://wveis.k12.wv.us/Teach21/CSO/Upload/UP3288WS15.doc)



## **A-11: Draft 2014-2015 Calendar**

**Draft 2014-2015 Calendar – days of instruction and break subject to change**

**August 2014 – Students in school 21 Days**

MON	TUES	WED	THURS	FRI	SAT	SUN
				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	31

**September 2014 – Students in school 21 Days**

MON	TUES	WED	THURS	FRI	SAT	SUN
1 Labor Day	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					

**October 2014 – Students in School 20 Days**

MON	TUES	WED	THURS	FRI	SAT	SUN
		1	2	3	4	5
6	7	8	9	10	11	12

13 Columbus Day	14 Staff Retreat	15 Staff Retreat	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

**November 2014 - Students in School 18 Days**

MON	TUES	WED	THURS	FRI	SAT	SUN
					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

**December 2014 - Students in school optional (Winter Recess)**

During December the school will be open all weeks except between Christmas and New Year's. Students may attend an alternative learning program during this time, or they may be on break.

MON	TUES	WED	THURS	FRI	SAT	SUN
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	31				

**January 2015 – Students in school 19 days**

MON	TUES	WED	THURS	FRI	SAT	SUN
			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	31	1

**February 2015 – Students in school 19 days**

MON	TUES	WED	THURS	FRI	SAT	SUN
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	

**March 2015 - Students in school 22 days**

MON	TUES	WED	THURS	FRI	SAT	SUN
						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	31					

**April 2015 - Students in school 15 days**

MON	TUES	WED	THURS	FRI	SAT	SUN
		1	2 Staff Retreat	3 Staff Retreat	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			

**May 2015 - Students in school 20 days**

MON	TUES	WED	THURS	FRI	SAT	SUN
				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	31

**June 2015 - Students in school 22 days**

MON	TUES	WED	THURS	FRI	SAT	SUN
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					

**July 2015 - Students on Summer Break**

MON	TUES	WED	THURS	FRI	SAT	SUN
			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	30	31
Staff Retreat	Staff Retreat	Staff Retreat	Staff Retreat	Staff Retreat		

## **A-12: Overview of First Grade at Caliber**

## **Overview of First Grade at Caliber**

First grade at Caliber is focused on learning how to read, communicate (both written and oral), and understand numbers.

### **Reading:**

Following a balanced literacy model, students receive both systematic phonemic awareness and phonics instruction as well as time to authentically engage with both texts that meet them where they are and that push them to a higher level. With its focus on personalization, Caliber's model incorporates significant amounts of small group and student directed learning that fosters independence, motivation and personal responsibility in students.

While we expect that first graders will end the year as fluent readers, we also want them to be conscious, courageous readers who think critically about the meaning of the words they are reading. First grade reading comprehension centers on developing a deep understanding of the elements of a story. At the beginning of the year, students work on identifying and describing the characters and setting in a story read aloud to them. They then begin to track how these elements change throughout the story and follow a predictable pattern. They analyze characters' feelings, and how those directly connect to the problem, plan and resolution of a story. Later in the year, students learn about character traits and how they affect a character's actions. Students compare and contrast character feelings and traits across texts. Throughout the study of story elements, students practice skills and strategies of predicting, summarizing, questioning, and checking for understanding. Students also begin to study a variety of nonfiction texts. They identify their features and compare and contrast them to fiction texts. They develop questions about a topic prior to reading, and synthesize their new knowledge of the topic after reading, while generating new questions as they read.

### **Writing and Communicating**

At Caliber we place a high value on writing. Students at every grade level will write narrative, informational and persuasive pieces throughout the year. Teachers will both teach specific writing standards and genres, while allowing students' creativity and personal interests to guide the content and structure of their writing. Teachers will confer with writers one-on-one and in small groups, connecting with each student on a weekly basis. Time is also built into teachers' schedules to look at students' writing and to tailor their whole group and small group instruction depending on their students' needs.

In first grade, alongside their studies of fiction and nonfiction text, first graders at Caliber become the authors of their own stories: narratives, fairy tales, how-to books, all-about

books and poems. Their exploration and analysis of mentor texts read aloud and independently support their ability to create their own texts with organization, details and voice, while applying spelling and grammar conventions to their writing.

In addition to writing, students will learn how to work together in groups during project-based learning for social studies and science. These projects always culminate either in a public presentation to their class or in a verbal and/or written reflection. In addition, we will use the Toolbox curriculum to give students a set of tools for effective interpersonal interaction and etiquette.

## **Math**

In math, first graders solidify their understanding of numbers and place value through 120, applying this understanding to other contexts, including money. First graders also spend a significant amount of time exploring and manipulating smaller numbers, working with numbers through 10 – and later up to 20 – to understand how different numbers can be broken up into different pieces and put back together again in subtraction and addition. They explore the meaning of equality, solve equations when different parts are missing, and determine if a solved equation is true or false. This deep conceptual knowledge ultimately leads to automaticity of addition and subtraction facts through 20, with the ability to add and subtract one and ten to any number through 100. Additionally, students explore all types of measurement (distance, weight, time, etc.) and develop their spatial awareness through studying and manipulating shapes and figures.

## **Overview of the Caliber Model for 1<sup>st</sup> Grade Literacy**

Students will experience whole group, small group and computer based instruction in literacy in first grade. Based on initial literacy diagnostics, teachers will group students by both reading level and specific skill needed, such as fluency, accuracy or inferential comprehension. Students will work at their own pace through an online phonics program, receive daily whole-group comprehension mini-lessons, and practice reading connected text fluently and applying comprehension strategies to books at their reading level both independently and with partners. Teachers will meet regularly with small, leveled groups to target specific areas of need in either phonics, fluency or comprehension. Groupings will change as students accelerate at different paces. Mastery will be assessed both by teacher observation of students, as well as more formal assessments such as the BPST and the DRA.

On the following pages is a sample unit plan for a whole-class reading comprehension unit, as well as a sample lesson from that unit.

## Sample 1<sup>st</sup> Grade Reading Comprehension Unit

### Unit Focus: Character Feelings and Story Elements

Students will build on their knowledge of characters and setting to begin to understand the predictability and patterns of many stories. In the first couple of weeks, working through 3-4 texts, students will identify a character's feelings and track them as they change throughout the story. This will lead into an examination of different parts of the story: the kickoff (the problem), the plan, and the solution. Discussions will center on how a character's actions affect their feelings or the feelings of others, and how this then leads to further action. Additionally, students will then think about what happened in the story to predict a character's future actions beyond the story.

While students will be analyzing the characters, they will also make connections to their own feelings and actions, think about what types of problems they may encounter, and how they can make their own plans to solve them.

### Key Points:

- just like us, characters have feelings, like being mad, sad, etc.
- characters' feelings change when something happens to them
- sometimes the author tells us in words how the character feels, and sometimes we have to infer how they feel by looking at the picture, thinking about what happened to them, or make a connection to ourselves
- when we identify feelings, we want to know **what the feeling is** and **why the character feels this way**. We also have to explain **how we know that he/she feels this way**.

### Assessment:

Students will be assessed informally through participation in class discussions, guided reading group discussions and one-on-one reading conferences. Somewhat more formally, they will be assessed through the completion of graphic organizers corresponding to each story and story element.

Responsibility will gradually be released from the teacher to students throughout the unit, with the teacher modeling the bulk of the skills and strategies in the first weeks, students working in teams to guide the discussion in the middle weeks, and students independently applying their knowledge to the texts by the end of the unit.

### Texts:

*Knuffle Bunny* by Mo Willems  
*A Pocket for Corduroy* by Don Freeman  
*Too Many Tamales* by Gary Soto  
*Peter's Chair* by Ezra Jack Keats  
*Rainbow Fish to the Rescue* by Marcus Pfister

Monday	Tuesday	Wednesday	Thursday	Friday
Jan 2	3 Talk about <u>character feelings</u> - brainstorm feelings, dividing them into positive and negative - how do you know that someone feels that way?  Teach hand signal for character feelings: fist lightly tapping your heart	4 <b>Text:</b> Knuffle Bunny  Introduce Knuffle Bunny Vocabulary  Read story, students show signal for feelings as T reads  Identify how Trixie feels at different points in the story (T writes in on graphic organizer)	5 <b>Text:</b> Knuffle Bunny  Summarize story  Explain why the Trixie feels the way she does at each point in the story (T fills in this part of the graphic organizer).	6 <b>Text:</b> Knuffle Bunny  Review Trixie's feelings throughout the story  Explain how we know that Trixie feels this way (by looking at her face, or seeing it in the words). T fills in this final part of the graphic organizer.
9  <b>Text:</b> Too Many Tamales  Introduce Vocabulary from the story  Read story, students show signal for feelings as T reads  Identify how Maria feels at different points in the story (T writes in on graphic organizer)	10  <b>Text:</b> Too Many Tamales  Summarize story  Explain why Maria feels the way she does at each point in the story, and how we know (T fills in these parts of the graphic organizer).	11  <b>Text:</b> Pocket for Corduroy  Introduce Vocabulary from the story  Read story, students show signal for feelings as T reads  Identify how Corduroy feels at different points in the story (T writes in on graphic organizer)	12  <b>Text:</b> Pocket for Corduroy  Summarize story  Explain why Corduroy feels the way he does at each point in the story, and how we know (T fills in these parts of the graphic organizer).	13  Summarize all 3 stories  Discuss how the characters' feelings follow a similar pattern in each story  Draw line graph showing how feelings change through each part of the story.
16	17  Introduce <u>kick-off event/problem</u> :  Kick-off event: Leads the characters' feelings to change and is the start of the problem  <b>Text:</b> Invented story about teacher	18  <b>Text:</b> Knuffle Bunny  Identify the problem  Identify how Trixie feels in the very beginning, and how she feels after the kickoff event.	19  <b>Text:</b> Too Many Tamales  Identify the problem  Identify how Maria feels in the very beginning, and how she feels after the kickoff event.	20  <b>Text:</b> A Pocket for Corduroy  Identify the problem  Identify how Corduroy feels in the very beginning, and how he feels after the kickoff event.

	<p>losing her keys</p> <p>Identify how character feels in the very beginning, and how they feel after the kickoff event.</p>	<p>Teacher fills out graphic organizer.</p>	<p>Teacher fills out graphic organizer.</p>	<p>Teacher fills out graphic organizer.</p>
<p>23</p> <p>Introduce <u>the plan</u></p> <p>Discuss what it means to make a plan (it's what you do when you have a problem in order to solve it</p> <p><b>Text:</b> Invented story about teacher losing her keys</p> <p>Identify what actions the teacher took (her plan) to solve her problem.</p>	<p>24</p> <p><b>Text:</b> Knuffle Bunny</p> <p>Review kickoff, and the purpose of the plan (to solve the problem).</p> <p>Identify the actions Trixie takes (her plan) to solve the problem.</p> <p>Teacher fills out graphic organizer.</p>	<p>25</p> <p><b>Texts:</b> Too many Tamales, A Pocket for Corduroy</p> <p>Identify the actions Maria and Corduroy take to solve their problems.</p> <p>Teacher fills out graphic organizer.</p>	<p>26</p> <p>Introduce <u>the solution</u></p> <p>Discuss what happens at the end of one's plan (the problem is solved), and how this makes the character feel.</p> <p><b>Text:</b> Invented story about teacher losing her keys</p> <p>Identify what the solution was after executing the plan, and how the teacher felt at the end.</p>	<p>27</p> <p><b>Texts:</b> Knuffle Bunny, Too Many Tamales, A Pocket for Corduroy</p> <p>Identify the solution for each story, and how the characters feel at the end.</p> <p>Teacher fills out graphic organizer.</p>
<p>30</p> <p><b>Text:</b> Peter's chair</p> <p>Introduce vocabulary</p> <p>Read story, students show signals and discuss feelings and each part of the story (kickoff, plan, solution).</p>	<p>31</p> <p><b>Text:</b> Peter's chair</p> <p>Summarize story, in terms of feelings and each story element.</p> <p>In teams, track character feelings throughout the story (graphic organizer).</p>	<p>Feb 1</p> <p><b>Text:</b> Peter's chair</p> <p>Teams finish group graphic organizer, share out with whole class.</p>	<p>2</p> <p><b>Text:</b> Peter's chair</p> <p>Teams discuss kickoff event and fill in graphic organizer</p>	<p>3</p> <p><b>Text:</b> Peter's chair</p> <p>Teams discuss Peter's plan and the solution to the problem, and fill in graphic organizer.</p>
<p>6</p> <p>Discuss how often, the character learns a lesson with the solution. We can guess what the character will do if they have a similar problem in the</p>	<p>7</p> <p><b>Text:</b> Rainbow fish to the rescue</p> <p>Introduce vocabulary</p> <p>Read story aloud, students show</p>	<p>8</p> <p><b>Text:</b> Rainbow fish to the rescue</p> <p>Independently, students fill out character feelings graphic organizer to track feelings</p>	<p>9</p> <p><b>Text:</b> Rainbow fish to the rescue</p> <p>Independently, students write about the kickoff event</p>	<p>10</p> <p><b>Text:</b> Rainbow fish to the rescue</p> <p>Independently, students write about Rainbow fish's plan and the solution to the</p>

6	7	8	9	10
<p>Discuss how often, the character learns a lesson with the solution. We can guess what the character will do if they have a similar problem in the future.</p> <p>Text: Peter's chair</p> <p>Predict Peter's future actions. What will he do if:</p> <ul style="list-style-type: none"> <li>- his sister wants to borrow his train?</li> <li>- he has a little brother and his parents want to give him Pedro's old clothes</li> </ul>	<p><b>Text:</b> Rainbow fish to the rescue</p> <p>Introduce vocabulary</p> <p>Read story aloud, students show signals and discuss feelings and each part of the story (kickoff, plan, solution).</p>	<p><b>Text:</b> Rainbow fish to the rescue</p> <p>Independently, students fill out character feelings graphic organizer to track feelings throughout the story</p>	<p><b>Text:</b> Rainbow fish to the rescue</p> <p>Independently, students write about the kickoff event</p>	<p><b>Text:</b> Rainbow fish to the rescue</p> <p>Independently, students write about Rainbow fish's plan and the solution to the story.</p>
13	14	15	16	17
<p><b>Text:</b> Rainbow fish to the rescue</p>	<p><b>Text:</b> Rainbow fish to the rescue</p>	<p><b>Text:</b> Peter's Chair</p>		

**Sample Lesson Objective:** I will be able to explain why a character feels a certain way and how I know that they feel this way.

**Text:** Too Many Tamales

**Assessment:** Class discussion, Think-Pair-Share

Time	Teacher Actions	Student Actions
9-9:05	TW call students to the carpet, cold call 3 students to summarize what happened in the story read yesterday.	SW be seated on the carpet, and selected students will summarize the story with the frames In the beginning ____, In the middle ____, At the end ____.
Review of story and Key Points	As S summarize, TW ask the	

	class to say how Maria feels at each point in the story, referring to graphic organizer completed yesterday.	
9:05-9:20 Guided Practice	<p>TW call on 2-3 to explain why Maria feels happy at the beginning.</p> <p>TW record 1-2 responses in class graphic organizer.</p> <p>TW select another 1-2 S to explain how we know that she feels happy.</p> <p>TW record 1-2 responses in class graphic organizer.</p> <p>TW repeat process for Maria's feelings through the rest of the story (terrified, ashamed, relieved).</p>	<p>Possible S responses:</p> <ul style="list-style-type: none"> <li>- she is with her family</li> <li>- she is wearing her mom's ring</li> <li>- she feels like a big girl helping her parents</li> <li>- it is Christmas</li> </ul> <p>SW show silent signal for "I agree" when they agree with a peer's response.</p> <p>Possible S responses:</p> <ul style="list-style-type: none"> <li>- she is smiling</li> <li>- the words say "she feels like a big girl"</li> <li>- "I am happy when I help my parents, so I think she is happy too"</li> </ul> <p>SW think-pair-share <b>why Maria feels this way</b> and <b>how we know</b> for each remaining feeling and share out whole group.</p>
9:20-9:25 Closing	<p>TW lead class in re-reading completed graphic organizer of each feeling from each part of the story.</p> <p>TW prompt students to make connection to Knuffle Bunny, and explain that tomorrow we'll be reading a new story and looking for how this new character feels throughout the story.</p>	<p>S read aloud w/T.</p> <p>Possible S response:</p> <ul style="list-style-type: none"> <li>- "Just like Trixie, Maria was happy in the beginning, scared and sad in the middle, and then happy again at the end"</li> </ul>

## Overview of the Caliber Model for 1<sup>st</sup> Grade Math

Like literacy, math will be a mix of whole-group, small-group and personalized online instruction. Students will take a diagnostic at the beginning of the year, covering both advanced Kindergarten standards as well as first grade standards. Based on the diagnostic, teachers will group students by specific skill needed. Teachers will introduce a concept whole group, and then guide students through that concept in small, homogeneous groups. Students will apply their knowledge independently on the computer, as well as through aligned math games with their peers heterogeneously.

Below is a sample unit plan for Math. Teachers will adjust their groupings based on daily and weekly quizzes.

<b>Sample 1<sup>st</sup> Grade Math Unit</b>	
Unit focus: Manipulating numbers and addition + subtraction equations to understand relationship of equality	
Continued Spiral Release: Quarters, time to quarter-hour	
<b>Standards</b>	<b>Unit Objectives</b>
<b>CCSS.Math.Content.1.NBT.C.5</b> Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	SWBAT identify the number 10 more or 10 less than a given number.
<b>CCSS.Math.Content.1.OA.B.3</b> Apply properties of operations as strategies to add and subtract. <sup>2</sup> <i>Examples: If <math>8 + 3 = 11</math> is known, then <math>3 + 8 = 11</math> is also known. (Commutative property of addition.) To add <math>2 + 6 + 4</math>, the second two numbers can be added to make a ten, so <math>2 + 6 + 4 = 2 + 10 = 12</math>. (Associative property of addition.)</i>	SWBAT write 4 equations that correspond to a given model (domino or fact triangle).  SWBAT write two equations that are equal the same number (ie $4+2=6$ , $5+1=6$ )
<b>CCSS.Math.Content.1.OA.D.7</b> Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? $6 = 6$ , $7 = 8 - 1$ , $5 + 2 = 2 + 5$ , $4 + 1 = 5 + 2$ .	SWBAT say if an addition or subtraction equation is true or false.

<p><b>CCSS.Math.Content.1.OA.D.8</b> Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations <math>8 + ? = 11</math>, <math>5 = \_ - 3</math>, <math>6 + 6 = \_</math>.</i></p>	<p>SWBAT fill in the missing number of an equation.</p>
<p>Preparation for 2<sup>nd</sup> Grade:</p>	
<p><b>CCSS.Math.Content.2.MD.C.8</b> Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. Example: If you have 2 dimes and 3 pennies, how many cents do you have?</p>	<p>SWBAT count groups of quarters, dimes, nickels and pennies.</p> <p>SWBAT show how to create a given value in 2 different ways using pennies and nickels.</p>
<p><b>CCSS.Math.Content.2.MD.C.7</b> Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.</p>	<p>SWBAT tell time to the nearest quarter hour.</p> <p>SWBAT draw the hands of a clock to represent a given time (to the quarter hour).</p>

Weekly Objectives	Monday	Tuesday	Wednesday	Thursday	Friday
<p>Quarters + Pennies</p> <p>Ways to make a number</p> <p>During calendar:</p> <ul style="list-style-type: none"> <li>- counting by 5s not starting at 5</li> <li>- doubles chant</li> <li>- time</li> <li>- how many quarters can I use?</li> </ul>	<p>Jan 2</p>	<p>3</p> <p>No warm up: Introduce Quarters, emphasis on counting by 25s</p> <p>Introduce concept of different ways to make a number (girl/boy example; 2 colored blocks example)</p>	<p>4</p> <p>Warm up (+time): Continue Quarters</p> <p>Discuss how to make a number two ways (take one away from one side, you have to put it back on the other side)</p> <p>Teach Two Fisted Penny Addition Game</p>	<p>5</p> <p>Warm up (+time): Continue Quarters</p> <p>Given a number, write 2 equations (INM, GP)</p> <p>Games: Continue two-fisted penny addition game - have students write out their equations</p>	<p>6</p> <p>Warm up (+time): Quick quarter review</p> <p>Given a number, write 2 equations (GP, IP)</p> <p><b>Quiz</b></p> <p>Games: 2 fisted penny addition</p> <p>Time/Money Matching</p>

<p>Quarters + Nickels + Pennies</p> <p>Adding/ Subtracting 10</p> <p>During calendar: - true/false sentences (particularly w/place value and +-10)</p>	<p>9</p> <p>No warm up: Introduce Q + N mixed</p> <p>Introduce concept of adding/ subtracting 10 (manipulatives, white boards)</p>	<p>10</p> <p>Warm up (+time): Continue Q+N mixed</p> <p>Students model +- 10 for class; whiteboards</p> <p>Introduce game: Ten More, Ten Less</p>	<p>11</p> <p>Warm up (+time): Continue Q+N mixed</p> <p>More +-10 practice (as word problems? as money? both?) - written out in text</p>	<p>12</p>	<p>13</p> <p>Review Q+N mixed, adding/subtracting 10</p> <p><b>Quiz (include time)</b></p>
<p>Quarters + Dimes + Pennies</p> <p>Adding/ Subtracting 10</p>	<p>16</p>	<p>17</p> <p>No warm up: Introduce Q + D</p> <p>True/False +- 10 (do during calendar)</p>	<p>18</p> <p>Warm up (+time): Continue Q+D</p> <p>Ways to make multiples of 10 (ie 20+40=60; 50+10=60)</p>	<p>19</p> <p>Warm up (+time): Continue Q+D</p> <p>Buffer</p>	<p>20</p> <p>Warm up (+time): Continue Q+D</p> <p>Buffer</p> <p><b>Quiz (include time, drawing hands)</b></p>
<p>Quarters, Dimes Nickels + Pennies</p> <p>Fact Families</p>	<p>23</p> <p>Introduce Q, D, N, P</p> <p>Introduce Penny Plate Game</p>	<p>24</p> <p>Play penny plate game, writing down 4 equations</p>	<p>25</p> <p>Penny Plate game, writing down 4 equations</p>	<p>26</p> <p>Introduce Fact Triangles</p>	<p>27</p> <p>Review fact triangles, discussing that if your fact family is 3, 4, and 7, you can't have 3-7=4</p>
<p>Quarters, Dimes Nickels + Pennies</p> <p>Drawing hands on clock (to the quarter hour)</p> <p>Really understanding how addition + subtraction connect</p> <p>True/False questions if possible</p>	<p>30</p> <p>More fact families, using manipulatives to model</p> <ul style="list-style-type: none"> <li>- label parts (P) and total (T)</li> <li>- <math>P + P = T</math></li> <li>- <math>T - P = P</math></li> </ul> <p>High kids: true false, box open, explain what they did</p> <p>Give exit slip</p>	<p>31</p> <p>Continue Fact Families</p>	<p>Feb 1</p> <p>Continue Fact families</p>	<p>2</p> <p>Clocks: Drawing hands</p>	<p>3</p> <p>Clocks: Drawing Hands</p>

Quarters, Dimes Nickels + Pennies	6 Review	7 TEST	8	9	10
--------------------------------------	-------------	-----------	---	---	----

### **Overview of the Caliber Model for 1<sup>st</sup> Grade Social Studies and Science**

Science and Social Studies are integral parts of the day at Caliber. We believe that developing students’ content and experiential knowledge leads them to become better readers, writers and more informed thinkers and members of our community. In order for students to deeply engage with the material, our Social Studies and Science classes will be project based, using GLAD strategies and resources such as *Engineering is Elementary* to incorporate literacy, art, math and engineering. Projects in 1<sup>st</sup> grade include mapping our school and surrounding community, visiting important places of work in Richmond and interviewing members of the community, researching and writing books about an animal, setting up and running a classroom store, and experimenting with growing plants in the garden.

All social studies and science units actively incorporate all strands of the Common Core Language Arts standards through reading, writing, and academic vocabulary development. The use of a GLAD unit structure allows students to work in whole class, small group and independent settings, which is aligned with the rest of Caliber’s model.

### **Sample 1<sup>st</sup> Grade Social Studies GLAD Unit: Communities and their Helpers**

#### **Standards:**

#### ***Social Studies:***

**1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.**

1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans.

**Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.**

1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.

**Students understand basic economic concepts and the role of individual choice in a free-market economy.**

1. Understand the concept of exchange and the use of money to purchase goods and services.
2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.

***Sample of Language Arts Standards Embedded:***

**CCSS.ELA-Literacy.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**CCSS.ELA-Literacy.L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.

**CCSS.ELA-Literacy.RI.1.1** Ask and answer questions about key details in a text.

**CCSS.ELA-Literacy.RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

**Final Project:**

Students will interview members of the community at their jobs (such as a doctor at Kaiser, a police officer at the station, the manager of a local restaurant, etc.) on a class field trip.

**GLAD Elements:**

**Focus/Motivation**

Cognitive Content Dictionary  
(words I give, stumper words)  
Signal Word  
Observation Charts  
- rural, suburban + urban  
landscapes  
- people doing different  
jobs  
Important Big Book  
Free Sort of Picture File Cards +  
Exploration Report (should go  
in a research center)  
Inquiry Chart  
- What do we know  
about communities?  
- What do we want to  
learn?  
Awards

**Input**

Graphic Organizer: Rural,  
Suburban, Urban  
Graphic Organizer:  
Downtown  
Pictorial Input: Teacher

**Guided Oral Practice**

Chants/Songs (3 in Spanish, 5 in  
English)  
T-Graph for Social Skills  
(Teamwork)  
Cooperative Groups  
Expert Groups  
- reading text  
- sketching  
- mind map  
Sentence Patterning Chart  
Process Grid

<p><b><u>Reading/Writing</u></b>          Cooperative Strip Paragraph          Interactive Journal          Learning Log          Team Sentence Patterning          Activities</p>	<p><b><u>Team Tasks:</u></b>          Team Key (name/colored pencil)          Picture File          Cards/Exploration          Reports          Copy Graphic          Organizers/Input charts          Inquiry chart          Team CCD (need to know how to use dictionaries for this...)          Added later:          - Copy Sentence patterning chart (can use a new noun)          - Flip chant: sentence strip patterning here/there chant          - story map (from Narrative Input)          - Copy Process Grid          - Add to walls</p>	<p><b><u>While teams are pulled:</u></b>          Expert groups          ELD reprocess charts/ELD retell          Cooperative Strip Paragraph Review</p> <p><b><u>Materials/Supplies:</u></b>          Highlighters          Cardstock          Paintbrushes          Post-its          Legal paper</p>
--	---	---

Monday	Tuesday	Wednesday	Thursday	Friday
5  - Teamwork T chart - CCD (communities) - Interactive Journal - Big Book - Is it a community? Chant	6  - Inquiry Chart - Communities Here/There chant - Rural, Suburban, Urban Graphic Organizer	7	8  - Reprocess CCD, new signal word - Reprocess Rural, Suburban, Urban GO - Downtown Graphic Organizer	9  - Reprocess Communities Here/There chant - Introduce Team tasks: Copying Graphic Organizers

<ul style="list-style-type: none"> <li>- Free sort/Exploration Report</li> </ul>				
<p>12</p> <ul style="list-style-type: none"> <li>- Reprocess CCD, New signal Word</li> <li>- Reprocess Downtown Graphic organizer</li> <li>- Introduce Community Cadence</li> </ul>	<p>13</p> <ul style="list-style-type: none"> <li>- Review Community Cadence</li> <li>- Team Tasks: Finish copying GOs, Exploration report/Picture file cards</li> </ul>	<p>14</p>	<p>15</p> <ul style="list-style-type: none"> <li>- Reprocess CCD, new stumper word</li> <li>- Teacher Input chart</li> <li>- Reprocess Is it a community? Chant</li> </ul>	<p>16</p> <ul style="list-style-type: none"> <li>- Lesson: how to use a dictionary, using stumper word for CCD</li> <li>- Return to Inquiry Chart</li> <li>- Interactive Journal</li> </ul>
<p>19</p> <ul style="list-style-type: none"> <li>- Chant: Cartographer Bugaloo</li> <li>- Sentence Patterning</li> </ul>	<p>20</p> <ul style="list-style-type: none"> <li>- reprocess Cartographer Bugaloo</li> <li>- Sentence Patterning, English</li> </ul>	<p>21</p>	<p>22</p> <ul style="list-style-type: none"> <li>- Teach: The continent Rap</li> <li>- Sentence Patterning, new verb tense</li> <li>- Teach Flip chants</li> </ul>	<p>23</p> <ul style="list-style-type: none"> <li>- Reprocess Continent Rap</li> <li>- Team Tasks: Add Flip Chant</li> <li>- Continue team tasks: Pull EL group, EL retell</li> </ul>
<p>26</p> <ul style="list-style-type: none"> <li>- Song: Seven Continents</li> <li>- Review how to use a dictionary</li> <li>- Pull Expert Group #1</li> </ul>	<p>27</p> <ul style="list-style-type: none"> <li>- Reprocess Seven Continents Song</li> <li>- Team tasks: Add group CCD (w/dictionaries)</li> <li>- Expert group #2</li> </ul>	<p>28</p>	<p>29</p> <ul style="list-style-type: none"> <li>- Do another chant or SPC</li> <li>- Team Tasks: add Add to walls</li> <li>- Expert Group #3</li> </ul>	<p>30</p> <ul style="list-style-type: none"> <li>- New chant: Yes of Course</li> <li>- Re-process Yes of Course Chant</li> <li>- Expert Group #4</li> </ul>

April 2	3	4	5	6
Process Grid Game Prep Interview Questions	Process Grid Game Prep Interview Questions	Field Trip to Kaiser, Police Station, FoodsCo and Hacienda	Debrief Field Trip Cooperative Strip Paragraph	-Cooperative Strip Paragraph -Review

### **Sample 1<sup>st</sup> Grade Science Unit: Plants and Animals Meet Their Needs**

#### Enduring Concepts:

- Plants and Animals meet their needs in different ways
- Animals need food and have flat, sharp or no teeth depending on the food they eat
- Animals use plants, animals or non-living things for shelter and nesting
- Plants and animals need water.
- Plants make their own food using sunlight, water, soil and air.

#### ***Science Standards:***

#### **Life Sciences**

2. Plants and animals meet their needs in different ways. As a basis for understanding this concept:

- a. *Students know* different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.
- b. *Students know* both plants and animals need water, animals need food, and plants need light.
- c. *Students know* animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.
- d. *Students know* how to infer what animals eat from the shapes of their teeth (e.g., sharp teeth: eats meat; flat teeth: eats plants).
- e. *Students know* roots are associated with the intake of water and soil nutrients and green leaves are associated with making food from sunlight.

#### ***Sample of Language Arts Standards Embedded:***

[CCSS.ELA-Literacy.RI.1.7](#) Use the illustrations and details in a text to describe its key ideas.

[CCSS.ELA-Literacy.RI.1.1](#) Ask and answer questions about key details in a text.

[CCSS.ELA-Literacy.RI.1.9](#) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

[CCSS.ELA-Literacy.L.1.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Final Project:

Students will write their own “All About Book” about an animal of their choosing.

Monday	Tuesday	Wednesday	Thursday	Friday
Introduce Unit - observation charts - CCD: biologist - Animals Here, Animals there chant	-Inquiry chart: What do we know about what plants and animals need to survive? What do we want to know? - Big book		-Reprocess Animals Here, Animals There chant - World Map Input chart	- Habitats chant - Panda/Cheetah Graphic Organizer - Interactive Journal chart
- reprocess CCD, new signal word - reprocess Panda/Cheetah Graphic Organizer - Introduce team tasks: copying graphic organizer	- Marine Cadence chant - Team tasks: Free sort of picture cards		- Narrative Input: Cactus Hotel - Reprocess Marine Cadence - Reprocess Inquiry chart: What have we learned? What questions do we still have?	-Introduce Biologist Bugaloo - Interactive Journal - Team tasks: Add Poetry Booklet - Pull EL group, EL retell
- reprocess CCD, new signal word - reprocess Biologist Bugaloo - Sentence Patterning Chart: mammal	- Sentence patterning chart with new verb tense - Herbivore, Carnivore, Omnivore Yes Ma’am chant		-Reprocess Yes Ma’am chant - Introduce sentence patterning Flip Chants	- Team tasks: Add Sentence Patterning Flip Chants - Pull EL group, EL retell
- Team Tasks - Pull Expert group #1	- Team Tasks - Pull Expert group #2		- Team Tasks Pull Expert group #3	- Team Tasks Pull Expert group #4

Process Grid Game	Cooperative Strip Paragraph		- Cooperative Strip Paragraph review and fluency development with ELs - Team Tasks: Paragraph about animal	Author's chair: Teams share out written paragraphs.
Introduce Research project - students pick animal - Model how to read information and record in a process grid	Students read about their chosen animal, record key facts in their process grid		- Continue research, begin drafting - Mini-lesson: Table of Contents	- Mini-lesson: Writing a topic sentence, following with details - Continue Drafting
- Mini-lesson: Picture captions - Continue Drafting	Revise all-about books - rich adjectives - does what I wrote make sense?		Edit all-about books - capitals, punctuation, spacing - HFW spelling	Publishing Party, Author's Chair



# **Appendix: Element D**

D-1: Articles of Incorporation

D-2: Bylaws

D-3: Conflict of Interest Code

D-4: Biographies of Board Members

## **D-1: Articles of Incorporation**

**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.

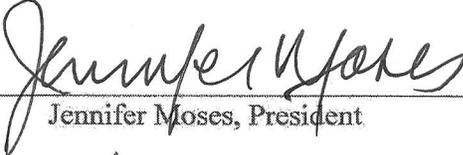
3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

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  **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

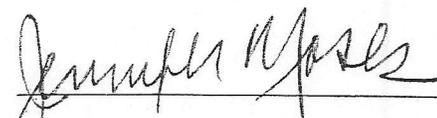
City: San Francisco      State: California      Zip Code: 94123

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



I hereby certify that the foregoing transcript of \_\_\_\_\_ page(s) is a full, true and correct copy of the original record in the custody of the California Secretary of State's office.

Date:

OCT 01 2012

ED

*Debra Bowen*

DEBRA BOWEN, Secretary of State

## **D-2: Bylaws**

**BYLAWS  
OF  
CALIBER SCHOOLS**  
(A California Nonprofit Public Benefit Corporation)

**ARTICLE I  
NAME**

Section 1. NAME. The name of this corporation is Caliber 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 1 Montgomery St. San Francisco, CA 94101. 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 Charter School’s Charter. 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. The corporation’s Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

## **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 AND TERMS. The number of directors shall be no less than three (3) and no more than thirteen (13), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b). If the 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 shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

Except for the initial Board of Directors, each director shall hold office unless otherwise removed from office in accordance with these bylaws for three (3) years and until a successor director has been designated and qualified. No director may serve more than two (2) terms in office unless an exception is approved by a 2/3 vote of the Board of Directors. A director who has served two (2) terms is eligible for election to the Board of Directors after remaining off the Board for at least one year. The first term of initial Board of Directors is not counted for purposes of determining the number of terms served. Terms for the initial Board of Directors shall be staggered as determined by the Board resolutions with one seat serving a one (1) year term and two seats serving a two (2) year term. The initial Board of Directors shall be as follows:

<u>NAME</u>	<u>TERM EXPIRES ANNUAL MEETING</u>
Jennifer Moses	2015
Ron Beller	2014
Dan Katzir	2015

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous 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. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election 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. If more people have been nominated for director than can be elected, 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; or (c) the increase of the authorized number of directors.

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 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. Upon charter approval 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 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 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.

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 at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. Upon charter approval, 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, California

Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.

Section 15. MEETINGS; ANNUAL MEETINGS. Upon charter approval, all meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"). (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). 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. Upon charter approval, 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. Upon charter approval, 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. Upon charter approval, 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 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.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings. Upon charter approval all of the following teleconference meeting requirements in the Brown Act must be 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 boundaries of the school district in which the Charter School operates;
- 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;<sup>1</sup>
- 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. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.<sup>2</sup>

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 any applicable public open meeting law.

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

---

<sup>1</sup> 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.

<sup>2</sup> The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

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. Take any final action on any matter that, under the California Nonprofit Public Benefit Corporation Law, also requires approval of the members or approval of a majority of all members;
- b. Fill vacancies on the Board of Directors or any committee of the Board;
- c. Fix compensation of the directors for serving on the Board of Directors or on any committee;
- d. Amend or repeal bylaws or adopt new bylaws;
- e. Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or subject to repeal;
- f. Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- g. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or
- h. Approve any contract or transaction to which the corporation is a party and in which one or more of its directors has a material financial interest.

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 Charter School 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, 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, shall also have administrative duties as set forth in any applicable contract for employment or job specification. Officers shall not also be directors (Board members).

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 President 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, there shall also be a Vice-Chairman of the Board of Directors. In the absence of the Chairman, the Vice-Chairman 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.

Section 8. PRESIDENT. The President, also known as 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 President shall have such other powers and duties as the Board of Directors or the bylaws may require. If there is no Chairman of the Board, the President shall also preside at the Board of Directors' meetings.

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; and the names of the directors present at Board of Directors and committee meetings.

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 President, 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**

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 any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

## **ARTICLE X**

### **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. **CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES.** The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest.

## **ARTICLE XI**

### **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 without the approval of the California Attorney General; 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 XII**

### **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 XIII**

### **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 XIV 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 XV 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. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. 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 XVI 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.** As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

- a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an "interested person" is either:
  - (1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
  - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

## **ARTICLE XVII 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 XVIII FISCAL YEAR**

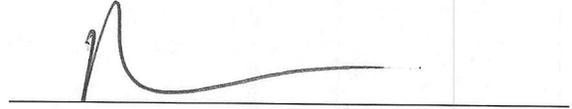
**Section 1. FISCAL YEAR OF THE CORPORATION.** The fiscal year of the

Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.

**CERTIFICATE OF SECRETARY**

I certify that I am the duly elected and acting Secretary of Caliber Schools, a California nonprofit public benefit corporation; that these bylaws, consisting of 13 pages, are the bylaws of this corporation as adopted by the Board of Directors on 2/27/13; and that these bylaws have not been amended or modified since that date.

Executed on 2/27/13 at San Francisco California.



Ron Beller, Secretary

## **D-3: Conflict of Interest Code**

# **CALIBER SCHOOLS**

## **CONFLICT OF INTEREST CODE**

### **I. ADOPTION**

In compliance with the Political Reform Act of 1974, California Government Code Section 87100, *et seq.*, Caliber Schools hereby adopts this Conflict of Interest Code (“Code”), which shall apply to all governing board members, candidates for member of the governing board, and all other designated employees of Caliber Schools (“Charter School”) as specifically required by California Government Code Section 87300.

### **II. DEFINITION OF TERMS**

As applicable to a California public charter school, the definitions contained in the Political Reform Act of 1974, the regulations of the Fair Political Practices Commission, specifically California Code of Regulations Section 18730, and any amendments or modifications to the Act and regulations are incorporated by reference to this Code.

### **III. DESIGNATED EMPLOYEES**

Employees of this Charter School, including governing board members and candidates for election and/or appointment to the governing board, who hold positions that involve the making or participation in the making, of decisions that may foreseeably have a material effect on any financial interest, shall be “designated employees.” The designated positions are listed in “Exhibit A” attached to this policy and incorporated by reference herein.

### **IV. STATEMENT OF ECONOMIC INTERESTS: FILING**

Each designated employee, including governing board members and candidates for election and/or appointment to the governing board, shall file a Statement of Economic Interest (“Statement”) at the time and manner prescribed by California Code of Regulations, title 2, section 18730, disclosing reportable investments, interests in real property, business positions, and income required to be reported under the category or categories to which the employee’s position is assigned in “Exhibit A.”

An investment, interest in real property or income shall be reportable, if the business entity in which the investment is held, the interest in real property, the business position, or source of income may foreseeably be affected materially by a decision made or participated in by the designated employee by virtue of his or her position. The specific disclosure responsibilities assigned to each position are set forth in “Exhibit B.”

Statements Filed With the Charter School. All Statements shall be supplied by the Charter School. All Statements shall be filed with the Charter School. The Charter School’s filing officer shall make and retain a copy of the Statement and forward the original to the County Board of Supervisors.

## **V. DISQUALIFICATION**

No designated employee shall make, participate in making, or try to use his/her official position to influence any Charter School decision which he/she knows or has reason to know will have a reasonably foreseeable material financial effect, distinguishable from its effect on the public generally, on the official or a member of his or her immediate family.

## **VI. MANNER OF DISQUALIFICATION**

### **A. Non-Governing Board Member Designated Employees**

When a non-Governing Board member designated employee determines that he/she should not make a decision because of a disqualifying interest, he/she should submit a written disclosure of the disqualifying interest to his/her immediate supervisor. The supervisor shall immediately reassign the matter to another employee and shall forward the disclosure notice to the Charter School Principal, who shall record the employee's disqualification. In the case of a designated employee who is head of an agency, this determination and disclosure shall be made in writing to his/her appointing authority.

### **B. Governing Board Member Designated Employees**

Governing Board members shall disclose a disqualifying interest at the meeting during which consideration of the decision takes place. This disclosure shall be made part of the Board's official record. The Board member shall refrain from participating in the decision in any way (i.e., the Board member with the disqualifying interest shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken) and comply with any applicable provisions of the Charter School bylaws.

## EXHIBIT A

### Designated Positions

- I. Persons occupying the following positions are designated employees and must disclose financial interests in all categories defined in “Exhibit B” (i.e., categories 1, 2, and 3).
  - A. Members of the Governing Board and their alternates (if applicable)
  - B. Candidates for Member of the Governing Board
  - C. Corporate Officers (e.g., CEO/President, CFO/Treasurer, Secretary, etc.)
  - D. CEO
  - E. Principals of charter schools
  - F. Assistant Principals of charter schools
  - H. Chief Operating Officer
  - J. Consultants<sup>1</sup>
  
- II. Persons occupying the following positions are designated employees and must disclose financial interests defined in Category 1 of “Exhibit B.”
  - A. Operations Coordinator of charter schools
  
- III. Persons occupying the following positions are designated employees and must disclose financial interests defined in Categories 2 and 3 of “Exhibit B.”
  - A. Contractor

---

<sup>1</sup> The CEO may determine, in writing, that a particular consultant, although a “designated position,” is hired to perform a range of duties that is limited in scope and thus not required to fully comply with the disclosure requirements in this section. Such written determination shall include a description of the consultant’s duties and, based upon that description, a statement of the extent of disclosure requirements. The CEO’s determination is a public record and shall be retained for public inspection in the same manner and location of interest code.

## **EXHIBIT B**

### **Disclosure Categories**

#### **Category 1 Reporting:**

- A. Interest in real property which is located in whole or in part either (1) within the boundaries of the District, or (2) within two miles of the boundaries of the District, including any leasehold, beneficial or ownership interests or option to acquire such interest in real property.

(Interests in real property of an individual include a business entity's share of interest in real property of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly, or beneficially, a 10% interest or greater.)

- B. Investments in or income from persons or business entities which are contractors or sub-contractors which are or have been within the previous two-year period engaged in the performance of building construction or design within the District.

- C. Investments in or income from persons or business entities engaged in the acquisition or disposal of real property within the jurisdiction.

(Investment includes any financial interest in or security issued by a business entity, including but not limited to common stock, preferred stock, rights, warrants, options, debt instruments and any partnership interest or other ownership interests.)

(Investments of any individual include a pro rata share of investments of any business entity or trust in which the designated employee or his or her spouse owns, directly, indirectly or beneficially, a ten percent interest or greater.)

(Investment does not include a time or demand deposit in a financial institution, shares in a credit union, any insurance policy, or any bond or other debt instrument issued by any government or government agency.)

#### **Category 2 Reporting:**

- A. Investments in or income from business entities which manufacture or sell supplies, books, machinery or equipment of the type utilized by the department for which the designated employee is Manager or CMO Principal. Investments include interests described in Category 1.

#### **Category 3 Reporting:**

- A. Investments in or income from business entities which are contractors or sub-contractors engaged in the performance of work or services of the type utilized by the department for which the designated employee is Manager or CMO Principal. Investments include the interests described in Category 1.

## **D-4: Biographies of Board Members**

## Appendix D-4: Biographies of Board Members

**Jennifer Moses** has spent the past decade in education, public policy and philanthropy after a career in investment banking. She is a founding Trustee of Absolute Return for Kids (ARK), one of the largest children's charities in the UK, and co-founder of King Solomon Academy, an all-through state school in London. 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 thinktank CentreForum, following her banking career with Goldman Sachs. Ms Moses is a graduate of Brown University and Harvard Business School. Ms Moses is married with three children.

**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 18 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

**Dan Katzir** is a senior advisor to The Eli and Edythe Broad Foundation. From 1999 to 2010, Katzir served as the founding managing director of the foundation's education work. During that time, Katzir oversaw the growth of the foundation's education work to nearly half a billion dollars in grant commitments. Katzir also was instrumental in developing and launching the foundation's four national flagship initiatives: The Broad Prize, the nation's largest annual education award, The Broad Institute for School Boards, a national training and support program for urban school district governance teams, and The Broad Superintendents Academy and The Broad Residency, two management development programs designed to train executives from education and other sectors as senior managers and CEOs in the nation's largest and most challenged school systems. Early in his career, Katzir was a management consultant with Bain & Company, and then served as chief operating officer for Teach for America. He went on to serve as the first executive director of the UCLA School Management Program, a joint venture of UCLA's Graduate School of Education and Anderson School of Management and as the founding regional director of Sylvan Learning Systems in Los Angeles and is an inaugural Fellow in the Aspen Institute-NewSchools Venture Fund Entrepreneurial Leaders for Public Education Fellowship. Katzir has a bachelor's degree in history from Dartmouth College and an M.B.A. from Harvard Business School.

# **Appendix: Element E**

E-1: School Leader Job Description

E-2: School Leader Selection Process

E-3: Staff Job Descriptions

E-4: Draft Performance Evaluation Form

## **E-1: School Leader Job Description**

## **Caliber Schools:** **K-8 Founding School Leader Job Description**

---

### **Position Description**

We are seeking an exceptional individual to lead the founding of Caliber Schools' first K-8 school. Strong candidates will have demonstrated the ability to drive student achievement within the existing paradigm and yet also have a strong desire to radically rethink traditional educational models.

### **About Caliber**

Caliber Schools is a new Bay Area based CMO planning to open its first school in August 2014. We are currently applying for a K-8 charter in West Contra Costa Unified School District. We believe that **innovative uses of staffing, technology, time and space** will allow us to provide a rigorous and personalized learning experience for every student in a manner that is scalable and sustainable. From day one, we will offer students a data-driven culture of high expectations, a college-ready, real-world learning experience with great teachers, and an environment that fosters the development of character traits we know to be critical for success in careers and communities.

The founders of Caliber Schools have extensive experience working with existing high performing schools: [King Solomon Academy](#) in the UK (a member of the [ARK Schools](#) network), the [KIPP](#) national network of charter schools, and New York City Department of Education's [iZone](#). We are excited to leverage our collective expertise while also pushing the boundaries of innovation.

For more information on Caliber Schools please visit: [www.caliberschools.org](http://www.caliberschools.org)

### **Responsibilities**

#### **2013-2014:**

- Refine school design and create a detailed implementation plan to ensure a highly successful opening of the school in summer 2014. Design and coordinate a series of pilots to test core elements of the school design during the 2013-2014 school year.
- Recruit and select a dynamic staff to deliver exceptional results.
- Recruit a diverse student population that mirrors the district and ensures the school meets its year one enrollment targets.
- Build relationships with local stakeholders, including community organizations, preschools and district officials.
- Participate in a series of residencies and other developmental activities, as defined by the individual learning plan created to meet the unique developmental needs of the selected candidate.

#### **2014 and beyond:**

- Select, lead and manage a dynamic team to deliver exceptional results for all students, including those who are English Learners or have special needs.

- Set ambitious school goals for student achievement and performance; hold staff members accountable for achieving results.
- Promote a culture of continuously improving teaching practices through professional development, modeling, and collaborative planning amongst the faculty and staff.
- Coach, develop and grow leaders from within the organization.
- Use data to inform practice and drive decision-making and instruction at the school.
- Oversee all operations at the school site, ensure fiscal solvency, and manage the school facility.
- Build relationships with all stakeholders including students, staff, faculty, parents, funders, board members, the school district, and the community.
- Foster a safe and welcoming school climate that supports both student and staff success.
- Build a sustainable organization for all team members and manage all human resource issues including hiring and evaluating performance of all staff members.
- Manage student behavior and oversee all disciplinary actions.
- Ensure compliance with all local, state and federal laws and regulations.

## **Qualifications**

### **Experience**

- Experience managing other adults, with a preference for individuals who have previously led a school or served as an assistant principal with direct supervisory responsibility.
- Teaching experience (ideally 4+ years) with exemplary student achievement results, and experience working in a school in which >50% of students qualify for free or reduced price lunch.
- Experience delivering personalized learning for students and/or a belief in the potential power of such innovation.
- Ideally, conversant in Spanish.

### **Key Competencies**

- **Achievement orientation:** Sets high expectations and does whatever it takes to accomplish those goals.
- **Flexibility and innovation:** Comfortable with new and changing environments.
- **Inspirational leadership:** Instills confidence in others and motivates a teams to action.
- **Operational leadership:** Gains results through others by using impact and influence, performance management and talent development strategies.
- **Self-awareness and humility:** Seeks, accepts and acts on informal and formal feedback.
- **Stakeholder management:** Builds relationships with a diverse set of stakeholders.
- **Communications:** Speaks and writes with clarity and confidence.

### **Compensation**

Competitive and based on experience

Please submit resume and cover letter to [info@caliberschools.org](mailto:info@caliberschools.org)

## **E-2: School Leader Selection Process**

## Caliber Schools: School Leader Selection Process

### Competencies

Category	Qualities of an exceptional candidate
Instructional Leadership	<ul style="list-style-type: none"> <li>• Holds incredibly high expectations</li> <li>• Has demonstrated results in his/her own classroom</li> <li>• Uses data to modify instruction</li> <li>• Has experience coaching/mentoring other teachers</li> </ul>
General Management	<ul style="list-style-type: none"> <li>• Previous success getting results through others using impact and influence</li> <li>• Strong stakeholder management (including with parents)</li> <li>• Strong project management skills – ability to plan, multi-task, own the big picture as well as the details</li> <li>• Ability to navigate difficult conversations</li> </ul>
Self-Awareness and Humility	<ul style="list-style-type: none"> <li>• Low ego</li> <li>• Team player</li> <li>• Receives and acts upon feedback</li> <li>• Aware of own strengths and areas of development</li> </ul>
Innovation	<ul style="list-style-type: none"> <li>• Believes that today's schools are insufficient</li> <li>• Evidence of using innovation in own classroom or school</li> <li>• Dreams big about what is possible</li> </ul>

## Process Overview

Stage	A candidates is moved forward if -
ONE: Resume / cover letter submission	<ul style="list-style-type: none"> <li>• Has at least 2 years of classroom experience working with a low-income population</li> <li>• Has instructional leadership experience (coaching/mentoring other teachers)</li> </ul>
TWO: Request for student achievement data	<ul style="list-style-type: none"> <li>• Results indicate at least one year's (ideally 1+) worth of growth</li> </ul>
THREE: Reference checks	<ul style="list-style-type: none"> <li>• Multiple in depth references confirm candidates' performance and/or potential in each of the key competencies</li> </ul>
FOUR: Phone interview	<ul style="list-style-type: none"> <li>• Demonstrates high potential in each of the four key competencies: Instructional Leadership, General Management, Self-Awareness and Humility, Innovation</li> </ul>
FIVE: School observation	<ul style="list-style-type: none"> <li>• Candidate is assessed as an exceptionally strong teacher</li> <li>• Candidate demonstrates the ability to observe and coach other teachers</li> </ul>
SIX: Final interview	<ul style="list-style-type: none"> <li>• Final confirmation of potential (interview based on areas of additional probing necessary as unearthed through school observation and reference checks)</li> </ul>

## **STAGE TWO: Student Achievement Data**

Please provide a PDF or word document describing the results you have achieved with your students. In your submission, be sure to include results from at least two academic years, and indicate the years.

Your submission should include the following four components:

1. The name of your school and the position you held.
2. General demographic information about your school, including total student enrollment, percentage that qualifies for free or reduced-price lunch, and the percentage of underrepresented minority backgrounds.
3. The assessments you used with your students.
4. Comparative results that demonstrate your students' achievements in relation to your school, district, city or state. If you don't have comparable results, briefly explain why.

## Phone Interview

Category	Questions
Instructional Leadership	<ul style="list-style-type: none"> <li>• Walk me through your student achievement results you submitted. What are you most proud of and where do you wish you had achieved better results?</li> <li>• How would you rate your school on a scale of 1-10? What impacts that rating?</li> <li>• Imagine you're taking me on a tour of a classroom with rigorous instruction. Describe what the classroom looks like and what actions would be taking place by the teacher and by the students?</li> <li>• Describe a time when you have been responsible for coaching another teacher. What was your approach? Where were you successful? Where could you have been more successful?</li> </ul>
General Management	<ul style="list-style-type: none"> <li>• Tell me about a time when you had to invest others at your school in what you wanted to achieve in order to get something done. What were you aiming to do? What specifically did you do to invest others in the plan?</li> <li>• Tell me about a time you had a serious conflict with someone you worked with. How did you navigate the conflict and what ultimately happened?</li> <li>• Describe a time when you identified something that you thought wasn't working at your school. What needed to be changed and why? What did you do to manage that change process?</li> <li>• Have you ever had a conflict with a student's family? What were the results?</li> <li>• Describe a time when you had to manage a complex project with multiple stakeholders and workstreams. What was your strategy for project management and how did it turn out?</li> </ul>
Self-Awareness and Humility	<ul style="list-style-type: none"> <li>• What is your greatest accomplishment as a teacher (or school leader), or what are you most proud of? Who contributed to the accomplishment?</li> <li>• What was your greatest professional failure? What did you learn from the experience?</li> <li>• Tell me about a time you received critical feedback on your performance. How did you feel when you received the feedback? Did anything change as a result of the feedback?</li> </ul>

Innovation	<ul style="list-style-type: none"><li>• Describe how you have used innovation in your classroom? Why did you decide to do something different and what have been the results?</li><li>• How would you describe the school you want to lead?</li><li>• Describe a time when you needed to quickly change your approach to a problem or task because the strategy you had chosen wasn't working. How did you navigate the transition?</li></ul>
------------	---

## School observation

Activity	Description
Sample lesson	<ul style="list-style-type: none"><li>• Candidate teaches a lesson</li><li>• Instructional leader provides feedback</li><li>• Assessing both the candidates' teaching AND how he/she receives the feedback</li></ul>
Observation / coaching	<ul style="list-style-type: none"><li>• Candidate and instructional leader together observe another teacher on staff</li><li>• Instructional leader poses as teacher in a "role play" within which the candidate provides feedback</li><li>• [In role play, the teacher receiving feedback should convey resistance to the feedback being provided to see how the candidate navigates the situation]</li></ul>

## **E-3: Staff Job Description**

## Senior Teacher Job Description

The primary responsibilities of Caliber teachers is to ensure that students are provided with a strong college-preparatory education. Other responsibilities include: delivering a high-quality, rigorous, and effective curriculum; planning, implementing, and reflecting upon all aspects of instruction in the assigned areas in order to realize the schools' mission; and developing in all students positive character habits centered around the schools' values. Caliber Schools: K-8 Charter teachers report to and are evaluated by the School Leader or Assistant Principal.

### **Duties and Responsibilities:**

- Teach the academic skills, foster the intellectual habits, and cultivate the character traits needed for our students to thrive in college, career and community
- Contribute to the design of a rigorous curriculum that includes the school's standards as well as the California State Content Standards and Common Core standards
- Plan, prepare and implement lesson plans that utilize a variety of instructional strategies and differentiate teaching based on the diverse and individual needs of all students
- Ensure all English Language Learner are making progress that is the same or greater than all other Caliber Students
- Coordinate with the Special Education staff to ensure Special Education students are meeting the goals outlined in their IEP
- Model and teach the values of Caliber Schools
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students' academic achievement and conduct
- Value and draw upon students' experiences and backgrounds
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor student mastery of the content standards
- Analyze informal and formal student assessment results and use this information to drive and inform instruction
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families and community members
- Communicate and collaborate professionally with teammates
- Adhere to school policies, procedures, and deadlines
- Perform other duties as assigned

### **Requirements and Qualifications**

- California Teaching Credential; CLAD or BCLAD clear or in progress
- Possession of a Bachelors Degree from an accredited institution of higher learning
- Minimum of two years of successful, full-time, lead teaching experience required
- Demonstrated success working with students from educationally underserved areas
- Experience working with technology and a strong desire to innovate

## **Associate Teacher Job Description**

The primary responsibilities of Caliber associate teachers is to ensure that students are provided with a strong college-preparatory education. Other responsibilities include: supporting teachers to deliver a high-quality, rigorous, and effective curriculum and developing in all students positive character habits centered around the schools' values. Caliber Schools: K-8 Charter associate teachers report to and are evaluated by the School Leader or Assistant Principal.

### **Duties and Responsibilities**

- Assist teachers in facilitating instruction and managing the classroom
- Facilitate small group instruction
- Work with students 1:1 to ensure they are progressing to mastery through their Personalized Learning Plan
- Ensure all English Language Learner are making progress that is the same or greater than all other Caliber Students
- Coordinate with the Special Education staff to ensure Special Education students are meeting the goals outlined in their IEP
- Support the collection and analysis of assessment data
- Support grading of student work
- Model and teach the values of Caliber Schools
- Implement classroom management techniques to create a nurturing, safe, and structured learning classroom environment
- Maintain high expectations for students' academic achievement and conduct
- Value and draw upon students' experiences and backgrounds
- Develop and administer a variety of assessments to measure students' growth towards goals and monitor student mastery of the content standards
- Participate actively in all professional development sessions and reflect on teaching craft to make improvements
- Build positive and trusting relationships with students, families and community members
- Communicate and collaborate professionally with teammates
- Adhere to school policies, procedures, and deadlines
- Perform other duties as assigned

### **Requirements and Qualifications**

- California Teaching Credential; CLAD or BCLAD clear or in progress
- Possession of a Bachelors Degree from an accredited institution of higher learning
- Experience working with technology and a strong desire to innovate

## **Assistant Principal Job Description**

The primary responsibility of the Assistant Principal is to serve as a second instructional leader at Caliber Schools: K-8 Charter. S/he will also be responsible for parent engagement and all disciplinary management on campus.

### **Duties and Responsibilities**

- Promote a culture of continuously improving teaching practices through professional development, modeling, and collaborative planning amongst the faculty and staff.
- Use data to inform practice and drive decision-making and instruction at the school.
- Build relationships with all stakeholders including students, staff, faculty, parents.
- Foster a safe and welcoming school climate that supports both student and staff success.
- Create, monitor, and sustain a disciplined culture of high academic and behavioral expectations
- Design, teach and lead professional development when appropriate
- Support the needs of the faculty in ensuring all children meet ambitious academic goals
- Observe teachers on a regular basis, both formally and informally, and provide strategic coaching and feedback, both written and orally
- Develop school systems and structures that will maximize student learning
- Evaluate academic achievement through detailed data analysis
- Assist in student recruitment and family outreach
- Assist in the planning and implementation of all teacher professional development
- Coordinate administration to students of all standardized evaluations including six-week assessments, CST, CELDT and national norm-referenced exams
- Teach as needed
- Perform other tasks as assigned by the School Leader

### **Requirements and Qualifications**

- California Teaching Credential; CLAD or BCLAD clear or in progress
- Possession of a Bachelors Degree from an accredited institution of higher learning
- At least four years of successful, full-time, lead teaching experience required
- Demonstrated success working with students from educationally underserved areas

## Special Education Coordinator

The Special Education Director will work closely with teachers and families to determine and implement the strategies that are most conducive to individual students' learning capabilities.

### Duties and Responsibilities

- Work closely with the School Leader to develop the procedures and processes to assist students in meeting ambitious achievement goals
- Create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators
- Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school
- Achieve dramatic and consistent improvement in student academic performance
- Administer, teach and lead professional development when appropriate
- Maintain records of all students on IEPs and 504s and follow all mandated services and timelines
- Schedule students for specific special education services
- Present professional development that will help all teachers incorporate learning techniques that are beneficial to all students
- Ensure compliance with all state and federal special education requirements
- Coordinate review of student IEPs with general classroom teachers and offer detailed recommendations on successful techniques for meeting accommodations
- Review intake assessments of new students
- Develop flexible groups for students within individual classes with the assistance of teachers
- Confer with parents, administrators, testing specialists, social workers, and professionals to develop IEPs designed to promote students' academic, physical, and social development
- Employ special educational strategies and techniques during instruction to improve the development of sensory- and perceptual-motor skills, language, cognition, and memory
- Meet with parents and guardians to discuss their children's progress, and to determine their priorities for their children and their resource needs
- Comply with the charter, accountability requirements, and all relevant law
- Provide all relevant data, reports and information to the administrative team

### Requirements and Qualifications

- California Special Education Teaching Credential
- Experience in strategic planning, and staff development
- Possession of a Bachelors Degree from an accredited institution of higher learning
- Three to five years of urban special education teaching and/or educational leadership experience is preferred
- Master's degree preferred
- Bilingual in Spanish/English a plus

## **Resource Specialist Teacher**

The primary responsibility of Caliber Resource Specialist Teacher is to ensure that all special education students are achieving the goals outlined in their IEPs. Other responsibilities include: delivering a high-quality, rigorous, and effective curriculum; planning, implementing, and reflecting upon all aspects of instruction in the assigned areas in order to realize the schools' mission; and developing in all students positive character habits centered around the schools' values. Caliber Schools: K-8 Charter RSP teachers report to and are evaluated by the Special Education Coordinator.

### **Duties and Responsibilities**

- Provide direct instruction/support to students whose needs were identified in an IEP developed by the IEP team
- Plan and direct a variety of programs, projects, and special education activities
- Attend IEP meetings to review their student's achievement and progress toward meeting annual goals and objectives
- Demonstrate teaching strategies and utilizes materials considered appropriate and effective in meeting both academic and non-academic needs of identified special education students
- Utilize assessment results in developing IEP goals and objectives to accommodate individual needs
- Coordinate results of assessments with School Psychologist and Director of Special Education to prepare a multi-disciplinary team report at each initial or triennial review
- Establish effective working relationships with teachers, staff and parents
- Provide technical expertise to teachers and staff as it relates to serving students with special needs
- Originate and follow procedures for an appropriate and efficient record keeping system to monitor student's attendance and progress on goals and objectives
- Provides consultation to school staff and parents which may relate to student assessment, specialized instruction or behavior management

### **Requirements and Qualifications**

- California Special Education Teaching Credential
- Possession of a Bachelors Degree from an accredited institution of higher learning
- Minimum of two years of successful, full-time, lead teaching experience required
- Demonstrated success working with students from educationally underserved areas
- Experience working with technology and a strong desire to innovate
- Bilingual in Spanish/English a plus

## **Operations Coordinator Job Description**

Caliber Schools: K-8 Charter seeks an Operations Coordinator. The Operations Coordinator will be integral to the success of the school. S/he will support the School Leader in the day-to-day financial and operational activities of Caliber Schools: K-8 Charter. S/he will have a significant role in creating and implementing policies and systems that will ensure the operational efficiency and financial sustainability of the school. The Operations Coordinator will report to the School Leader.

### **Duties and Responsibilities**

- Manage and complete all necessary compliance reporting to the Local, State, and Federal Government including but not limited to: Attendance reporting; National School Lunch Program; and School Language Census; Annual Attendance Report
- Oversee and manage facilities maintenance, including technology infrastructure
- Oversee and manage foodservice program
- Manage all school based procurement
- Track expenses, manage department budgets and regularly communicate spending trends with School Leader
- Maintain school based personnel and student records
- Ensure confidentiality and security of office space, files, and all information pertaining to students, parents, staff, and community
- Manage school's petty cash account, and perform monthly reconciliations
- Represent the school at various public meetings and conferences;
- Support teachers by developing relationships and being timely and responsive to their needs
- Other duties as assigned.

### **Requirements and Qualifications**

- At least 3-5 years of experience, preferably in a school environment
- Possession of a Bachelors Degree from an accredited institution of higher learning
- High level of detail orientation and excellent organizational skills
- Strong technical skills
- Solid experience in managing data

## **Office Manager Job Description**

Caliber Schools: K-8 Charter seeks an Office Manager to serve on the school's administrative team. The Office Manager is a school-based role that ensures the office of the school effectively serves and supports the students, families and staff. Caliber firmly believes the role of the Office Manager is integral to how we, as a school community, are able to meet our goals and school vision.

The Office Manager will report to the Operations Coordinator. S/he will have a significant role in carrying out routines and procedures to support the efficiency of our school as well as maintaining the school culture.

### **Duties and Responsibilities**

- Directs phone calls and guests properly and professionally;
- Responsible for typing and translating material, composing letters and memos, completing and distributing correspondence and producing weekly bulletins;
- Coordinates, organizes and secures the reception area, office space and all student, family, staff and school community information while ensuring confidentiality;
- Maintains student files in accordance with policies and audit guidelines and monitors documentation for the school including physical examinations, records verification of incoming students, and student transcripts;
- Assists with coordinating arrival, breakfast, lunch, and dismissal routines and procedures;
- Maintains and ensures accuracy of student records, daily attendance and related reports;
- Assists in ordering, purchasing, receiving and organizing school materials;
- Establishes relationships with families and coordinates parent volunteers on an as-needed basis; and
- Other duties as assigned.

### **Requirements and Qualifications**

- Spanish/English bilingual fluency required
- Knowledge and cultural competence of the local student and parent community
- Highly developed interpersonal skills using tact, patience, and courtesy
- Ability to prioritize multiple projects and deadlines

## **E-4: Draft Performance Evaluation Form**

# Caliber Schools: Draft Performance Evaluation

## Instructions

### Employee:

1. Please complete the self-assessment portion of this review template, using your annual performance goals as reference.
2. Please send this completed document to your manager by the designated due date.

### Manager:

1. Please reflect on your evaluation of this teacher's performance *before* receiving his/her self-assessment.
2. Use the self-assessment as *one* input into your evaluation of his/her performance and behavior. Your review of his/her results, of student work, and your ongoing observations provide an essential foundation for your review.
3. Complete your written evaluation for the teacher in advance of your review discussion. Please send him/her your written evaluation at least 24 hours before the meeting.
4. Conduct the review discussion, taking the time to recognize successful performance, to discuss any performance gaps, and to provide feedback on strengths and areas of growth. This discussion should feed future, ongoing conversations about performance and development.

## Rating Scale

When rating performance goals, competencies, and overall performance, please use the following scale:

Far Below Expectations	Below Expectations	Met Expectations	Exceeded Expectations	Far Exceeded Expectations	Not Enough Information
1	2	3	4	5	NEI

\*When rating performance goals, a 3 indicated that you have met the goal or are on track, at mid-year, to meet the goal. A 4 indicates that you have slightly exceeded the goal or are on track to slightly exceed it at mid-year. A 5 indicates that you have far exceeded the goal or are on track to do so. A 2 indicates that you have fallen just short of the goal or are on track to do so at mid-year. And a 1 indicates that you have fallen far short of the goal or are on track to fall far short of it at mid-year. Use NEI when you do not have observation data to support a rating.

## Ratings – Performance Goals

<b>Performance Goals</b> <i>Please copy and paste your performance goals and rate each.</i> <i>Please add or delete rows as needed</i>	<b>Mid Year Rating</b> <b>(1 - 5)</b>		<b>Year-End Rating</b> <b>(1 - 5)</b>	
	Self		Self	
	Manager		Manager	
	Self		Self	
	Manager		Manager	
	Self		Self	
	Manager		Manager	
	Self		Self	
	Manager		Manager	

## Performance and Development Narrative

### Mid-Year Self Comments

*What goals would you characterize as “on track” at this point in the year, and why? What 1-2 beliefs and 1-2 character strengths do you bring to life daily to contribute to your successes? Which competencies or behaviors have contributed most to your success, and how have you leveraged them? Please be specific.*

*Which goals would you characterize as “not on track” at this point in the year, and why? What 1-2 beliefs and 1-2 character strengths do you struggle to bring to life, and hold you back from meeting your goals? Which competencies and behaviors do you need to focus on to better accomplish your goals? Please be specific.*

### Mid-Year Manager Comments

*What goals would you characterize as “on track” for the teacher at this point in the year, and why? Which beliefs, character strengths, competencies and behaviors have contributed most to that success, and how has he/she leveraged them? Please be specific.*

Which goals would you characterize as “not on track” for the teacher at this point in the year, and why?  
Which beliefs, character strengths, competencies and behaviors does he/she need to continue to focus on to better accomplish goals? Please be specific.

**Agreed-upon Action Steps:**

## Year-End Self Comments

What goals have you reached or exceeded this year, and why? Which beliefs, character strengths, competencies and behaviors have contributed most to that success, and how have you lived them day-to-day? Please be specific.

Which goals did not get achieved this year and why? Which beliefs, character strengths, competencies and behaviors do you need to continue to focus on in the upcoming year to better achieve goals? Please be specific.

--

## Year-End Manager Comments

*What goals did the teacher reach or exceed this year, and why? Which beliefs, character strengths, competencies, and behaviors have contributed most to that success, and how has he/she lived them? Please be specific.*

--

*Which goals did not get achieved this year and why? Which beliefs, character strengths, competencies, and behaviors does he/she need to continue to focus on in the upcoming year to better achieve goals? Please be specific.*

--

**Agreed-upon Action Steps:**

**Overall Rating** *Please rate overall performance, considering progress against goals and behaviors relative to beliefs, character strengths, and competencies. Performance on goals is typically weighted far more heavily overall.*

Mid-Year Rating (1 - 5)		Year-End Rating (1 - 5)	
Manager		Manager	

## Signatures

### Teacher

*I participated in discussion of this review with my manager on the date indicated. My signature indicates knowledge and understanding of the contents of this document and does not necessarily imply agreement or disagreement.*

Signature (mid-year):	Signature (year-end):
Date:	Date:

**Manager**

*I participated in discussion of this review with the Teacher above on the date indicated.*

Signature (mid-year):	Signature (year-end):
Date:	Date:

**Next Steps**

- Based on this review discussion, please determine what next steps you can take to ensure success in your role.
- Please review your Individual Development Plan (IDP) and consider how these actions can be incorporated/ how you may want to re-set development goals.
- Check in regularly about the progress you’re making against your performance and development goals, communicating any support you may need.

# **Appendix: Element I**

I-1: Financial Policies and Procedures

# **I-1: Financial Policies and Procedures**

## **OVERVIEW**

The Board of Directors of Caliber Schools has reviewed the following policies and procedures to ensure the most effective use of the funds of Caliber Schools to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulate financial policies and procedures, delegate administration of the policies and procedures to the CEO and School Leader and review operations and activities on a regular basis.
2. The CEO of Caliber Schools has responsibility for all operations and activities related to financial management of Caliber Schools. The Principal of Caliber Schools: K-8 Charter has responsibility for all operations and activities related to financial management at Caliber Schools: K-8 Charter.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. The Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to them. The Board of Directors will approve the final audit report, and a copy will be provided to the charter-granting agency. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter- granting agency.
5. With reference to the following procedures, if the organization does not have a CFO, the CFO responsibilities may be handled on a contract basis.

## **Annual Financial Audit**

1. The Board of Directors will annually arrange for an audit as required by the California Department of Education (CDE). The audit is due to the CDE by December 15th of each year for the fiscal year ending June 30th.

## **Purchasing**

1. The CEO/Executive Director may authorize expenditures and may sign related contracts within the approved budget. The Board of Directors must approve expenditures that would result in a budget variance of \$5,000 of the specific budget line item.
2. The Board of Directors must approve contracts over 5% of operating expenses. Contracts below 5% of operating expenses must be approved by the CEO/Executive Director and the CFO.
3. The CEO/School Leader or CFO must approve all purchases. When approving purchases, the CFO, CEO/Executive Director must:
  1. Determine if the expenditure is budgeted
  2. Determine if funds are currently available for expenditures (i.e. cash flow)
  3. Determine if the expenditure is allowable under the appropriate revenue source
  4. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and

- any related laws or applicable regulations
5. Determine if the price is competitive and prudent. All purchases over \$10,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
  4. Any individual making an authorized purchase on behalf of the school must provide the CEO/School Leader with appropriate documentation of the purchase.
  5. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.

### **Contracts**

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
  - a. 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 CEO/School Leader may also require that contract service providers list the school as an additional insured.
3. The CEO/School Leader will approve proposed contracts in writing.
4. Contract service providers will be paid in accordance with approved contracts as work is performed.
5. The Board of Directors must approve contracts over 5% of operating expenses. Contracts below 5% of operating expenses must be approved by the CEO/School Leader and the CFO.

### **Credit Card**

The purpose of this policy is to ensure that the school credit card is used in an appropriate and approved manner.

1. The credit card shall be used to facilitate school related purchases only.
2. The Board Treasurer will have access to check statements through the credit card provider's online system.
3. Expenditures must be in the approved budget.
4. Personal use is strictly prohibited. Personal use includes, but is not limited to, alcoholic beverages, partner expenses, gifts, and entertainment.
5. The school's normal approval, limits, and purchasing policies and procedures will apply for all expenditures.
6. It is the purchaser's responsibility to obtain a detailed receipt for all purchases. Failure to provide a detailed receipt will make the purchaser responsible for the expenditure incurred. Those expenditures are to be reimbursed to the school no later than 10 working days following notification of improper documentation or use of the school credit card. In certain circumstances, a claim may be allowed without a proper receipt.

7. The credit card statements will be reviewed by the CEO/ School Leader on a monthly basis.
8. It is the responsibility of the Board to determine through the audit and approval process whether the school credit card has used for appropriate school business.
9. Unauthorized use of the school credit card subjects the purchaser to discipline up to and including termination.

## **ACCOUNTS PAYABLE**

### **Bank Check Authorization**

1. All original invoices will immediately be forwarded to the CEO/School Leader for approval.
2. The CEO/School Leader will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to The Operations Coordinator with the invoice. The Operations Coordinator will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the CEO/School Leader, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to the Operations Coordinator on at least a weekly basis. The Operations Coordinator will then process the invoices with sufficient supporting documentation.

### **Bank Checks**

1. The CEO/School Leader will be authorized to open and close bank accounts with signatory policies to be determined by the Board and reviewed annually.
2. The Operations Coordinator and CEO/School Leader will be responsible for all blank checks and will keep them under lock and key.
3. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check.
4. The Operations Coordinator will record the check transaction(s) into the appropriate checkbook and in the general ledger.

### **Bank Reconciliation**

1. Bank statements will be received directly, unopened, by the CEO/School Leader. If only online copies are supplied, the CEO should receive email notification from the bank once it becomes available. The CEO shall review the bank statement for any unusual wire transfers. The online bank statements should include microfiche copies of the cleared checks, which the CEO should review for date, name, cancellation, and endorsement, and resolve any unusual transactions with the Operations Manager.

2. The Board Treasurer will have access to the school's bank statements through the provider's online system, however he/she will not have access to transfer funds.
3. The CEO/School Leader will examine the bank reconciliation and match the bank balance to the actual bank statement. In addition, the CEO shall review the outstanding check list and inquire about checks greater than 60 days outstanding. The CEO shall initial the bank reconciliation indicating that he/she has reviewed and approved it.

### **Personnel**

1. The Operations Coordinator will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The Operations Coordinator will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, and form I-9 have been completed.

### **Acceptance of Gifts/Donations**

1. It is the policy of Caliber Schools to accept gifts/donations only in compliance with state law.
2. Administration may receive, for the benefit of the school, bequests, donations or gifts/donations for any proper purpose. The Board shall review all gifts/donations at the subsequent board meeting.

## **PAYROLL**

### **Payroll Processing**

1. The Operations Coordinator will prepare the payroll worksheet for designated school employees.
2. The CEO/School Leader will notify the Operations Coordinator of all authorizations for approved stipends.
3. The payroll checks and direct deposit advices will be delivered to the non-profit headquarters. The CEO/School Leader will document receipt of the paychecks and review the payroll checks prior to distribution.

### **Payroll Taxes and Filings**

1. The Operations Coordinator will review payroll check summaries, tax and withholding summaries, and other payroll tracking summaries. The contracted payroll processor prepares everything.
2. The Operations Coordinator will authorize the contracted payroll processor to process federal and state payroll taxes.
3. The Operations Coordinator will designate the contracted payroll processor to prepare the state and federal quarterly and annual payroll tax forms, review the forms with the CEO/School Leader, and submit the forms to the respective agencies.

## **EXPENSES**

### **Expense Reports**

1. Employees will be reimbursed for expenditures within two weeks of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to the Bookkeeper.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the CEO/School Leader must sign expense reports.
5. CEO/Leader expense reports should always be submitted to the Bookkeeper for processing and payment. The CEO/School Leader's expense reports must be approved by a designated Board Member (who does not have check signing authority.)

## **FINANCE**

### **Financial Reporting**

1. In consultation with the CEO/School Leader, the financial team at Coalition for Better Public Schools will prepare the annual financial budget for approval by the Board of Directors. The budget will be revised as necessary, but at least once each fiscal year in the fall.
2. The financial team at Caliber Schools will submit a monthly balance sheet and monthly revenue and expense summaries to the CEO/School Leader including a review of the discretionary accounts and any line items that are substantially over or under budget (< or > 10% of established budget). The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate.
3. Each month, the financial team will also prepare an updated budget forecast and statement of cash flows. The budget forecast will highlight any variances from the approved budget.
4. The financial team at Caliber Schools will provide the CEO/School Leader and/or Board of Directors with additional financial reports, as needed.

### **Financial Institutions**

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

### **Retention of Records**

1. 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 CEO/School Leader, certain documentation may be maintained for a longer period of time.

2. Financial records will be shredded at the end of their retention period.
3. Appropriate back-up copies, including financial and attendance accounting data, will be regularly prepared

# **Appendix: Element J**

J-1: Draft Code of Conduct and Behavior Plan

J-2: Draft Suspension and Expulsion Policies and Procedures

# **J-1: Draft Code of Conduct and Behavior Plan**

## Draft Code of Conduct and Behavior Plan

### Caliber Behavior Expectations

Our school will be a safe and orderly place for our students to receive a quality education. Students, parents, and school staff must share equal responsibility for creating the best possible educational setting.

Students are responsible for their own actions and receive the consequences, both positive and negative, of those actions. Students will be held accountable for their behavior in school and during any school sponsored activity. School staff will be responsible for positive reinforcement, consistency, and modeling appropriated behavior. Parents/guardians are encouraged to discuss their student's behavior with the teacher or Principal at any time. Students will learn to be effective decision-makers and problem-solvers. Open, honest communication between students, parents, and school staff is crucial.

### Schoolwide Expectations for Student Success

The following rules that apply in all classrooms and public spaces in the school at all times:

- 1) Follow directions from adults
- 2) Wear the school uniform with pride.
- 3) Be respectful of others in word and deed. Use positive language instead of teasing, bullying, profanity, or insults. Be kind to others.
- 4) Keep hands, feet, and objects to yourself
- 5) Take care of the school and other peoples' property. No littering, gum chewing, or graffiti.

### Classroom Discipline

Teachers are responsible for the day-to-day behavior management in their classrooms. Teachers may use a variety of positive incentives to encourage appropriate behavior, including tokens, small non-food prizes (e.g. stickers), extra time on preferred activities, public recognition, etc. Teachers may use a variety of escalating disciplinary options to address minor classroom misconduct such as: failure to follow classroom/school rules, chewing gum, passing notes, making noises, minor inappropriate conflicts with others, etc. These disciplinary practices include: verbal warning, time-out area, detention during lunch or after school, contact with parent/guardian, Student Study Team (SST) referral, written assignment, and discipline referral to the School Leader.

### Disciplinary Probation

In cases of recurring or more severe behavior concerns (i.e. after suspension, a serious, and/or repeated disciplinary problem), after teachers' measures have been exhausted, the

School Leader may institute disciplinary probation, a period during which a student's behavior is actively monitored and evaluated to determine the student's right to remain at the School. The Disciplinary Probation period is an attempt to help the student realize that all choices carry consequences, is designed to help the student correct his/her behavior, and closely involves the parent/guardian, student, and school staff.

## **J-2: Draft Suspension and Expulsion Policies and Procedures**

## Draft suspension and expulsion policies and procedures

To protect student rights, we have established fair and thorough procedures to ensure a comprehensive and consistent due process for suspension and expulsion. These policies and procedures, including the list of offenses, will be reviewed at least annually with both the Family Leadership Council and the Board of Directors.

1. **Family conference:** Suspension shall be preceded by a conference conducted by the School Leader with the student and his/her parent. The conference may be omitted if the School Leader determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested by Caliber Schools: K-8 Charter as soon as possible.
2. **Notice to parents/guardians:** At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay, and violations of school rules can result in expulsion from the school.
3. **Length of suspension:** The length of suspension for students may not exceed a period of 10 continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 10 continuous days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the 10th day of suspension. Arrangements may be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.
4. **Recommendations for expulsion:** Students will be recommended for expulsion if the School Leader finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:
  - Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
  - Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.
5. **Expulsion hearing:** Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the School Leader determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

- Date and place of the hearing.
- Statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- Copy of Caliber Schools: K-8 Charter's disciplinary rules that relate to the alleged violation.
- Opportunity for the student or the student's parent/guardian to appear in person at the hearing.

Written notice of expulsion a student will be sent by the School Leader to the parent/guardian of any student who is expelled as well as to the District. This notice will include the following:

- Specific offense committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- Notice of the student 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: K-8 Charter.

### **Appeal of Suspension or Expulsion**

The suspension of a student will be at the discretion of the School Leader of Caliber Schools: K-8 Charter or the School Leader's designee. Expulsion of a student will be recommended by the School Leader and must be approved by the Board of Directors. Parents and/or guardians will be notified in advance to enactment of the suspension or expulsion and can appeal a student's suspension or expulsion. A suspension appeal will be heard by the School Leader, and upon consideration the School Leader's decision is final. An expulsion may be appealed within five working days of the date the expulsion has been finalized by Board of Directors or an administrative hearing panel appointed by the Board. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) at which time the parent(s) must attend to present their appeal. The appeal will be heard by a fair and impartial panel of representatives assigned by Caliber Schools: K-8 Charter Board of Directors. The decision of the panel of representatives of the Board and School Leader will be final.

In the event of a decision to expel a student from Caliber Schools: K-8 Charter, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

### **Rehabilitation Plans**

Pupils who are expelled from Caliber Schools: K-8 Charter shall be given a rehabilitation plan upon expulsion as developed by the charter school's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a

date not later than one year from the date of expulsion when the pupil may reapply to Caliber Schools: K-8 Charter for readmission.

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be at the sole discretion of Caliber School governing board upon consultation with the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The pupil's readmission is also contingent upon the enrollment capacity of Caliber Schools: K-8 Charter at the time the pupil seeks readmission.

Caliber Schools: K-8 Charter will provide enrollment information to pupils who have been expelled and their families. Students may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

### **Special Education Discipline**

In the case of a special education student, or a student who receives 504 accommodations, the school will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the School Leader will convene a review committee to determine: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student may be expelled.

# **Appendix: Business Operations**

BO-1: Five Year Budget and Cash Flow

BO-2: Financial Narrative

BO-3: Pledge Letter for Committed Philanthropy

BO-4: Facility Requirements in the First Year

## **BO-1: Five Year Budget and Cash Flow**

**Caliber Public Schools**  
Multiyear Budget Summary  
March 4th, 2013

	2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19
	Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>SUMMARY</b>							
<b>Revenue</b>							
General Block Grant	-	1,356,066		2,407,709	3,684,608	4,287,996	4,591,778
Federal Revenue	-	523,223		600,762	547,718	681,026	739,872
Other State Revenues	-	393,973		626,581	975,447	1,191,385	1,292,971
Local Revenues	-	6,634		11,425	16,407	19,165	19,902
Fundraising and Grants	73,795	-		-	-	-	-
<b>Total Revenue</b>	<b>73,795</b>	<b>2,279,896</b>		<b>3,646,477</b>	<b>5,224,180</b>	<b>6,179,572</b>	<b>6,644,522</b>
<b>Expenses</b>							
Compensation and Benefits	53,795	1,348,371		2,337,372	3,447,001	4,123,553	4,314,620
Books and Supplies	-	370,704		571,930	833,278	1,000,773	953,700
Services and Other Operating Expenditures	20,000	444,374		575,307	794,586	896,235	953,157
Capital Outlay	-	-		-	-	-	-
<b>Total Expenses</b>	<b>73,795</b>	<b>2,163,449</b>		<b>3,484,609</b>	<b>5,074,864</b>	<b>6,020,561</b>	<b>6,221,477</b>
<b>Operating Income (excluding Depreciation)</b>	<b>-</b>	<b>116,447</b>		<b>161,868</b>	<b>149,316</b>	<b>159,011</b>	<b>423,045</b>
<i>Operating Income (including Depreciation)</i>	-	116,447		161,868	149,316	159,011	423,045
<b>Fund Balance</b>							
Beginning Balance (Unaudited)	-	-		116,447	278,315	427,631	586,642
Audit Adjustment	-	-		-	-	-	-
Beginning Balance (Audited)	-	-		116,447	278,315	427,631	586,642
Operating Income (including Depreciation)	-	116,447		161,868	149,316	159,011	423,045
<b>Ending Fund Balance (including Depreciation)</b>	<b>-</b>	<b>116,447</b>		<b>278,315</b>	<b>427,631</b>	<b>586,642</b>	<b>1,009,687</b>

**Caliber Public Schools**  
 Multiyear Budget Summary  
 March 4th, 2013

	2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19
Detail	Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>Enrollment Breakdown</b>							
K		90	-	90	90	90	90
1		45	-	90	90	90	90
2		45	-	60	90	90	90
3		45	-	60	75	90	90
4		-	-	60	75	90	90
5		-	-	-	75	90	90
6		45	-	45	60	90	90
7		-	-	60	60	75	90
8		-	-	-	75	75	90
<b>Enrollment Summary</b>							
K-3		225	-	300	345	360	360
4-6		45	-	105	210	270	270
7-8		-	-	60	135	150	180
<b>Total Enrolled</b>		<b>270</b>	-	<b>465</b>	<b>690</b>	<b>780</b>	<b>810</b>
<b>ADA %</b>							
K-3		95%	-	95%	95%	95%	95%
4-6		95%	-	95%	95%	95%	95%
7-8		95%	-	95%	95%	95%	95%
9-12		95%	-	95%	95%	95%	95%
<b>Average</b>		<b>95%</b>	-	<b>95%</b>	<b>95%</b>	<b>95%</b>	<b>95%</b>
<b>ADA</b>							
K-3		213.8	-	285.0	327.8	342.0	342.0
4-6		42.8	-	99.8	199.5	256.5	256.5
7-8		0.0	-	57.0	128.3	142.5	171.0
<b>Total ADA</b>		<b>256.5</b>	-	<b>441.8</b>	<b>655.5</b>	<b>741.0</b>	<b>769.5</b>

**Caliber Public Schools**  
 Multiyear Budget Summary  
 March 4th, 2013

		2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>General Block Grant</b>								
8015	Charter Schools General Purpose Entitlement - State Aid	-	846,462	-	1,502,902	2,299,948	2,676,585	2,866,206
8096	Charter Schools in Lieu of Prop. Taxes (was 8780)	-	509,604	-	904,807	1,384,661	1,611,411	1,725,571
		-	1,356,066	-	2,407,709	3,684,608	4,287,996	4,591,778
<b>8100</b>	<b>Federal Revenue</b>							
8181	Special Education - Entitlement	-	-	-	64,794	99,030	115,305	123,332
8220	Child Nutrition Programs	-	104,587	-	180,122	267,278	302,141	313,762
8291	Title I	-	74,088	\$343 per Title I eligible student	75,816	133,920	204,240	237,744
8292	Title II	-	6,048	\$28 per Title II eligible student	6,264	11,160	17,112	19,968
8293	Title III	-	13,500	\$100 per Title III eligible student	23,766	36,330	42,228	45,066
8298	Implementation Grant	-	325,000		250,000	-	-	-
<b>SUBTOTAL - Federal Income</b>		-	523,223	-	600,762	547,718	681,026	739,872
8381	Special Education - Entitlement (State)	-	116,473	-	206,611	315,781	367,679	393,275
8520	Child Nutrition - State	-	8,554	-	14,731	21,859	24,710	25,661
8545	School Facilities Apportionments	-	-	Fund availability determined by state budget	-	-	-	-
8550	Mandated Cost Reimbursements	-	-	Fund availability determined by state budget	6,185	9,452	11,006	11,772
8560	State Lottery Revenue	-	39,437	\$153.75 per ADA per SSC	67,809	100,292	113,373	117,734
8590	All Other State Revenue	-	-	-	-	-	-	-
8591	Supplemental Hourly Revenue	-	-	-	-	-	-	-
8592	Categorical Block Grant	-	106,692	\$416 per ADA; includes a proration factor of 0.8	180,941	275,834	320,705	342,889
0	Educationally Disadvantaged Block Grant	-	90,242	\$351 per ADA; includes a proration factor of 1	-	-	-	-
0	Educationally Disadvantaged Block Grant	-	-	\$351 per ADA; includes a proration factor of 1	92,520	163,910	251,079	291,648
8593	New School Categorical	-	32,576	\$127 per ADA Total	57,785	88,318	102,833	109,992
8594	ASES	-	-	-	-	-	-	-
<b>SUBTOTAL - Other State Income</b>		-	393,973	-	626,581	975,447	1,191,385	1,292,971
<b>8600</b>	<b>Other Local Revenue</b>							
8634	Food Service Sales	-	6,634	-	11,425	16,407	19,165	19,902
8636	Uniforms	-	-	-	-	-	-	-
8660	Interest	-	-	-	-	-	-	-
8693	Field Trips	-	-	-	-	-	-	-
<b>SUBTOTAL - Local Revenues</b>		-	6,634	-	11,425	16,407	19,165	19,902
<b>8800</b>	<b>Donations/Fundraising</b>							
8801	Donations - Parents	-	-	-	-	-	-	-
8802	Donations - Private	-	-	-	-	-	-	-
8803	Fundraising	-	-	-	-	-	-	-
8804	Committed Philanthropy	73,795	-	To make up 5% reserve	-	-	-	-
<b>SUBTOTAL - Fundraising and Grants</b>		73,795	-	-	-	-	-	-
<b>TOTAL REVENUE</b>		<b>73,795</b>	<b>2,279,896</b>	<b>-</b>	<b>3,646,477</b>	<b>5,224,180</b>	<b>6,179,572</b>	<b>6,644,522</b>

**Caliber Public Schools**  
 Multiyear Budget Summary  
 March 4th, 2013

		2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>EXPENSES</b>								
<b>Compensation &amp; Benefits</b>								
<b>1000</b>	<b>Certificated Salaries</b>							
1100	Teachers Salaries	-	655,000	12 FTE	1,148,450	1,755,790	2,016,081	2,076,564
1103	Teacher - Substitute Pay	-	16,375	0 FTE	28,711	43,895	50,402	51,914
1111	Teacher - Elective	-	90,000	2 FTE	92,700	137,917	142,055	146,316
1148	Teacher - Special Ed	-	75,000	1 FTE	128,750	185,658	245,864	253,239
1300	Certificated Supervisor & Administrator Salaries	45,000	90,000	1 FTE	175,100	180,353	273,182	281,377
1904	Other Cert - After School	-	-		-	-	-	-
	<b>SUBTOTAL - Certificated Employees</b>	<b>45,000</b>	<b>926,375</b>	<b>-</b>	<b>1,573,711</b>	<b>2,303,612</b>	<b>2,727,583</b>	<b>2,809,411</b>
<b>2000</b>	<b>Classified Salaries</b>							
2300	Classified Supervisor & Administrator Salaries	-	72,500	1.5 FTE	74,675	132,613	136,591	140,689
2904	Other Classified - Camps	-	10,800	0 FTE	16,315	22,152	26,488	29,173
2905	Other Classified - After School	-	33,630		59,297	86,474	89,068	91,740
2908	Special Ed Aides	-	30,000	1 FTE	61,800	79,568	98,345	101,296
2909	Special Ed Specialists (Speech/Psych)	-	-		82,400	110,334	157,353	180,081
2930	Other Classified - Maintenance/grounds	-	30,000	1 FTE	30,900	47,741	65,564	67,531
	<b>SUBTOTAL - Classified Employees</b>	<b>-</b>	<b>176,930</b>	<b>-</b>	<b>325,387</b>	<b>478,880</b>	<b>573,408</b>	<b>610,510</b>
<b>3000</b>	<b>Employee Benefits</b>							
3100	STRS	3,713	68,475	-	110,468	151,417	177,595	182,923
3300	OASDI-Medicare-Alternative	653	31,935	-	60,473	96,285	115,834	120,820
3400	Health & Welfare Benefits	3,000	102,000	\$6K for Full Time Employees	198,000	319,440	415,272	474,368
3500	Unemployment Insurance	350	12,638	-	17,247	21,011	23,167	22,300
3600	Workers Comp Insurance	1,080	26,479	-	45,578	66,780	79,224	82,078
3900	Other Employee Benefits	-	3,539	-	6,508	9,578	11,468	12,210
	<b>SUBTOTAL - Employee Benefits</b>	<b>8,795</b>	<b>245,066</b>	<b>-</b>	<b>438,273</b>	<b>664,509</b>	<b>822,561</b>	<b>894,700</b>

**Caliber Public Schools**  
 Multiyear Budget Summary  
 March 4th, 2013

		2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>4000</b>	<b>Books &amp; Supplies</b>							
4100	Approved Textbooks & Core Curricula Materials	-	47,250	\$175 per New Student	35,149	41,773	95,210	5,909
4200	Books & Other Reference Materials	-	-		-	-	-	-
4315	Custodial Supplies	-	6,750	\$25 per Student	11,974	18,301	21,308	22,792
4320	Educational Software	-	54,000	\$200 per Student	95,790	146,404	170,465	182,332
4325	Instructional Materials & Supplies	-	27,000	\$100 per Student	47,895	73,202	85,233	91,166
4330	Office Supplies	-	9,750	\$500 per FTE	16,738	25,621	30,487	31,514
4335	PE Supplies	-	5,400	\$20 per Student	9,579	14,640	17,047	18,233
4410	Classroom Furniture, Equipment & Supplies	-	27,000	\$100 per New Student	20,085	23,870	9,835	3,377
4420	Computers (individual items less than \$5k)	-	54,000	\$200 per Student	95,790	146,404	170,465	182,332
4430	Non Classroom Related Furniture, Equipment & Supplies	-	4,875	\$250 per FTE	8,369	12,810	15,244	15,757
4710	Student Food Services	-	132,679	\$3 per day, 90% get lunch	228,502	328,130	383,294	398,036
4720	Other Food	-	2,000		2,060	2,122	2,185	2,251
	<b>SUBTOTAL - Books and Supplies</b>	-	<b>370,704</b>	-	<b>571,930</b>	<b>833,278</b>	<b>1,000,773</b>	<b>953,700</b>

**Caliber Public Schools**  
Multiyear Budget Summary  
March 4th, 2013

		2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>5000</b>	<b>Services &amp; Other Operating Expenses</b>							
5210	Conference Fees	-	5,000		5,150	5,305	5,464	5,628
5300	Dues & Memberships	-	2,000		2,060	2,122	2,185	2,251
5400	Insurance	-	21,600	\$80 per Student	38,316	58,562	68,186	72,933
5535	Utilities - All Utilities	-	33,750	\$125 per Student	59,869	91,503	106,541	113,958
5600	Rentals, Leases, & Repairs	-	-		-	-	-	-
5605	Equipment Leases	-	4,050	\$15 per Student	7,184	10,980	12,785	13,675
5610	Rent	-	-		-	-	-	-
5611	Prop 39 Related Costs	-	-		-	-	-	-
5615	Repairs and Maintenance - Building	-	13,500	\$50 per Student	23,948	36,601	42,616	45,583
5616	Repairs and Maintenance - Computers	-	-		-	-	-	-
5803	Accounting Fees	-	-		8,500	8,755	9,018	9,288
5809	Banking Fees	-	500		515	530	546	563
5810	Service 4	-	-		-	-	-	-
5812	Business Services	-	114,494	6.0% of governmental revenues	154,690	202,672	214,023	230,744
5815	Consultants - Instructional	-	-		-	-	-	-
5824	District Oversight Fees	-	46,590	3.0% of General & Categorical Block Grants Fundraising Needed	80,435	123,731	145,793	156,789
5830	Field Trips Expenses	-	-		-	-	-	-
5836	Fingerprinting	-	2,500		2,575	2,652	2,732	2,814
5839	Fundraising Expenses	-	-		-	-	-	-
5843	Interest - Loans Less than 1 Year	-	-		875	656	438	328
5845	Legal Fees	5,000	15,000		15,450	15,914	16,391	16,883
5848	Licenses and Other Fees	-	-		-	-	-	-
5851	Marketing and Student Recruiting	10,000	10,000		10,300	10,609	10,927	11,255
5854	Consultants - Other 1	-	-		-	-	-	-
5857	Payroll Fees	-	1,950	\$100 per FTE	3,348	5,124	6,097	6,303
5860	Printing and Reproduction	-	6,750	\$25 per Student	11,974	18,301	21,308	22,792
5863	Professional Development	-	24,000	\$2000 per Teacher	43,260	67,898	78,676	81,037
5869	Special Education Contract Instructors	-	68,850		12,000	16,000	20,000	21,000
5872	Special Education Encroachment	-	-		-	-	-	-
5875	Staff Recruiting	5,000	10,000		10,300	10,609	10,927	11,255
5877	Student Activities	-	-	Fundraising Needed	-	-	-	-
5878	Student Assessment	-	13,500	\$50 per Student	23,948	36,601	42,616	45,583
5881	Student Information System	-	11,750	\$25 per Student	11,974	18,301	21,308	22,792
5884	Substitutes	-	-		-	-	-	-
5887	Technology Services	-	25,000		25,000	15,000	15,000	15,000
5893	Transportation - Student	-	2,700	\$10 per Student	4,790	7,320	8,523	9,117
5910	Communications - Internet / Website Fees	-	5,850	\$300 per FTE	10,043	15,372	18,292	18,909
5915	Postage and Delivery	-	2,700	\$10 per Student	4,790	7,320	8,523	9,117
5920	Communications - Telephone & Fax	-	2,340	\$120 per FTE	4,017	6,149	7,317	7,563
	<b>SUBTOTAL - Services &amp; Other Operating Exp.</b>	<b>20,000</b>	<b>444,374</b>	<b>-</b>	<b>575,307</b>	<b>794,586</b>	<b>896,235</b>	<b>953,157</b>

**Caliber Public Schools**  
 Multiyear Budget Summary  
 March 4th, 2013

		2013/14	2014/15	2014/15	2015/16	2016/17	2017/18	2018/19
		Startup Budget	Preliminary Budget	Notes	Preliminary Budget	Preliminary Budget	Preliminary Budget	Preliminary Budget
<b>6000</b>	<b>Capital Outlay</b>							
6100	Sites & Improvement of Sites	-	-		-	-	-	-
	<b>SUBTOTAL - Capital Outlay</b>	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>		<b>73,795</b>	<b>2,163,449</b>	-	<b>3,484,609</b>	<b>5,074,864</b>	<b>6,020,561</b>	<b>6,221,477</b>
<b>6900</b>	<b>Total Depreciation (includes Prior Years)</b>							
		-	-	-	-	-	-	-
<b>TOTAL EXPENSES including Depreciation</b>		<b>73,795</b>	<b>2,163,449</b>	-	<b>3,484,609</b>	<b>5,074,864</b>	<b>6,020,561</b>	<b>6,221,477</b>









**Caliber Public Schools**  
Monthly Cash Forecast

		2018/19													
		Projected													
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Forecast	APIAR
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected		
<b>Beginning Cash</b>		<b>30,626</b>	<b>37,224</b>	<b>36,334</b>	<b>36,029</b>	<b>37,839</b>	<b>49,836</b>	<b>43,481</b>	<b>43,986</b>	<b>52,430</b>	<b>88,890</b>	<b>442,431</b>	<b>264,283</b>		
<b>Revenue</b>															
8015	Charter Schools General Purpose Entitlement - Str	-	-	43,315	412,549	103,146	188,235	507,386	188,235	222,442	395,292	71,168	-	2,866,206	734,437
8019	State Aid - Prior Years	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8096	Charter Schools in Lieu of Prop. Taxes (was 8780)	-	96,685	193,369	128,913	128,913	128,913	128,913	128,913	263,651	131,825	131,825	131,825	1,725,571	131,825
	General Block Grant	-	96,685	236,685	541,462	232,059	317,148	636,299	317,148	486,092	527,118	202,994	131,825	4,591,778	866,262
	Federal Income	-	-	1,866	49,148	35,820	39,485	174,345	39,485	40,937	169,477	34,435	31,376	739,872	123,498
	Other State Income	-	-	28,832	150,944	54,403	87,121	187,410	116,554	102,955	145,626	73,104	14,742	1,292,971	331,280
	Local Revenues	-	-	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	1,990	19,902	-
	Fundraising and Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Revenue</b>		<b>-</b>	<b>96,685</b>	<b>269,372</b>	<b>743,544</b>	<b>324,272</b>	<b>445,745</b>	<b>1,000,044</b>	<b>475,178</b>	<b>631,974</b>	<b>844,210</b>	<b>312,523</b>	<b>179,934</b>	<b>6,644,522</b>	<b>1,321,040</b>
<b>Expenses</b>															
	Compensation & Benefits	146,033	383,844	390,534	383,844	382,729	382,729	391,649	383,844	383,844	375,034	375,034	335,503	4,314,620	-
	Books & Supplies	87,479	87,479	87,704	72,359	72,359	72,359	72,359	72,359	72,359	72,359	72,359	72,359	953,700	39,804
	Services & Other Operating Expenses	60,741	49,345	110,463	70,578	70,578	109,775	70,578	70,578	109,775	63,740	63,740	102,938	953,157	328
	Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Expenses</b>		<b>294,253</b>	<b>520,668</b>	<b>588,701</b>	<b>526,781</b>	<b>525,666</b>	<b>564,863</b>	<b>534,586</b>	<b>526,781</b>	<b>565,978</b>	<b>511,134</b>	<b>511,134</b>	<b>510,800</b>	<b>6,221,477</b>	<b>40,132</b>
<b>Operating Cash Inflow (Outflow)</b>		<b>(294,253)</b>	<b>(423,984)</b>	<b>(319,329)</b>	<b>216,763</b>	<b>(201,394)</b>	<b>(119,119)</b>	<b>465,458</b>	<b>(51,603)</b>	<b>65,996</b>	<b>333,077</b>	<b>(198,611)</b>	<b>(330,866)</b>	<b>423,045</b>	<b>1,280,908</b>
	Revenues - Prior Year Accruals	408,163	702,629	133,977	-	28,343	52,716	-	-	-	-	-	-	-	-
	Expenses - Prior Year Accruals	(38,767)	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Receivable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Accounts Payable - Current Year	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Summerholdback for Teachers	(218,545)	20,464	20,464	20,464	20,464	20,464	20,464	20,464	20,464	20,464	20,464	20,464	20,464	20,464
	Loans Payable (Current)	150,000	(300,000)	175,000	(225,000)	175,000	50,000	(475,000)	50,000	(50,000)	-	-	100,000	-	-
	Loans Payable (Long Term)	-	-	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	(10,417)	-	-	-	-	-	-
<b>Ending Cash</b>		<b>37,224</b>	<b>36,334</b>	<b>36,029</b>	<b>37,839</b>	<b>49,836</b>	<b>43,481</b>	<b>43,986</b>	<b>52,430</b>	<b>88,890</b>	<b>442,431</b>	<b>264,283</b>	<b>53,881</b>		
	Loan Balance - Current (Private)	600,000	300,000	475,000	250,000	425,000	475,000	-	50,000	-	-	-	100,000	100,000	100,000
	Loan Balance - Long Term (CDE)	62,500	62,500	52,083	41,667	31,250	20,833	10,417	-	-	-	-	-	-	-

## **BO-2: Financial Narrative**

## **Enrollment**

Caliber Public Schools will open with grades 270 students in grades K-3 and 6 in 2014-15 and reach its full capacity of 810 students with grades K-8 in 2018-19. Each year the school will add one new grade.

## **Demographics<sup>1</sup>**

Free and Reduced Lunch: 80%

Economically Disadvantaged: 30%

English Learners: 50%

## **Revenue**

### **General Purpose Revenue**

Revenues are based on School Services of California's projections for 2013-14 and their recommended COLA of 2.2% for 2014-15. Rates in 2014-15 are as follows:

- General Purpose Block Grant per ADA: K-3: \$5, 279, 4-6: \$5,358, 7-8: \$5,520
- Categorical Block Grant per ADA: \$416
- Economically Disadvantaged and English Learner (Included in Categorical Block Grant): \$351 per Eligible Student (based on 2012-13 P1 certification and assumed COLA growth)
- State Lottery: \$154 per ADA

### **Federal Funding**

The budget includes funding from the Public Charter School Grant Program (PCSGP) for operations in years 1 and 2. The amounts are based on the 2010-15 grant cycle. Caliber Schools: K-8 Charter will be able to apply for the grant in October of 2013 and would be able to reapply in October of 2014 if the grant is not awarded in the first application cycle. The budget assumes that funding will not be approved until the October 2014 cycle and that funds will not be received until March of 2015. We will be working with EdTech on our PCSGP grant application. EdTec worked with eight charter schools during the last PCSGP application period and all eight schools were approved for the grant.

Based on projected FRL counts, Caliber Schools: K-8 Charter will be applying for Title I, Title II and Title III funding. Projections for funding are \$343 per FRL student for Title I, \$28 per student for Title II funding and Title III funding of \$100 per ELL student. Caliber will follow the federal guidelines for expenditures in relation to Title funding with an emphasis on supplementing rather than supplanting. EdTec will assist Caliber on Title funding compliance and reporting.

---

<sup>1</sup> This population mirrors that of students attending elementary and middle schools in Richmond, El Cerrito and San Pablo as per the California Department of Education (<http://dq.cde.ca.gov/dataquest/>)

### Child Nutrition

Since Caliber will serve meals to students who qualify for free and reduced lunch, the school will receive both federal and state reimbursements. The federal reimbursement is currently \$2.79 per meal for students who qualify for free lunch and \$2.39 per meal for students who qualify for reduced lunch. The state reimbursement is currently \$.22 for both free and reduced price meals.

### Special Education

Caliber Public Schools will be joining a charter school SELPA. Starting in year one, the school will receive \$454 per ADA for the state entitlement and starting in year two receive \$147 from federal entitlement. These amounts are net of administrative fees that the SELPA will charge.

### Other State Revenues

Caliber Public Schools will receive \$127 per ADA from the New Charter School Categorical program. This is the program for which new charter schools are eligible as a replacement for other categorical programs.

### Local Revenues

Caliber Public Schools is projecting direct sales for lunches. While assuming that most of the lunches served will be to students who are eligible for free or reduced priced meals, 5% of lunches served will be paid for by students.

While Caliber plans to actively fundraise and apply for available grants, the school only includes \$73,795 of fundraising, which has already been committed, to pay for a part time director, student and staff recruiting and legal fees during the planning period (before July 1, 2014).

### Expenses

Expenses have been estimated by school leadership with the help of EdTec's experience with charter school budgets. Expense assumptions have been increased 3% per year for inflation, in addition to being increased for enrollment and staffing growth, where applicable. Below is a summary of the major expense categories and the underlying assumptions.

Staffing and Benefits – All salaries and benefits grow at 3% per year.

Staffing Assumptions	Code	Starting Salary	FTE				
			2014-15	2015-16	2016-17	2017-18	2018-19
Principal	1300	\$ 90,000	1	1	1	1	1
Assistant Principal	1300	\$ 80,000	0	1	1	2	2
Grade Level Chairs	1100	\$ 60,000	5	7	9	9	9
Master Teacher	1100	\$ 55,000	5	9	13	15	15
Associate Teacher	1100	\$ 40,000	2	5	10	12	12
Coding Teacher	1111	\$ 50,000	1	1	1	1	1
PE Teacher	1111	\$ 40,000	0.5	0.5	1	1	1
Art/Music Teacher	1111	\$ 40,000	0.5	0.5	1	1	1
Operations Coordinator	2300	\$ 55,000	1	1	1	1	1
Office Manager	2300	\$ 35,000	0.5	1	2	2	2
Special Ed. Lead	1148	\$ 75,000	1	1	1	1	1
RSP Teacher	1148	\$ 50,000	0	1	2	3	3
Special Ed. Aide	2908	\$ 30,000	1	2	2.5	3	3
Speech Pathologist	2909	\$ 80,000	0	0.5	0.6	0.8	1
School Psychologist	2909	\$ 80,000	0	0.5	0.7	1	1
Custodian	2930	\$ 30,000	1	1	1.5	2	2
After School	2905	\$ 4,075	9	14	21	24	25
Camps	2904	\$ 1,720	6	9	12	14	15

Caliber will offer health benefits for all full time staff members. The average expected cost of health benefits is \$6,000 per employee.

Caliber will offer STRS to certificated employees. The school will not participate in PERS. Classified employees will participate in social security. In addition, the school will contribute 2% of each classified employee's salary to a 403(b) retirement account.

### Books and Supplies

Caliber Public Schools is budgeting costs of \$175 per new student to purchase textbooks for core curricular activities. In addition, the school is budgeting \$100 per student for instructional materials.

Cost of classroom furniture is estimated at \$100 per new student each year. Office furniture is projected at \$250 per FTE and office supplies are being budgeted at \$500 per FTE (excluding After School and Camp staff).

Caliber will have a strong technological focus in its curriculum. Caliber has budgeted \$200 per student for computers each year as well as \$200 per student for educational software.

The food service program assumes that 90% of students will receive lunch at a cost of \$3.10 per day per student.

### Services and Operating Expenses

Rent projections assume a facility obtain under Prop 39 and that the district will increase oversight fees to 3% to cover the associated costs. Other utilities are estimated to be an

additional \$125 per student. Caliber is also including \$50 per student for any necessary repairs and maintenance.

Insurance is projected at \$80 per student.

Business services are based on Caliber outsourcing to Edtec as a back office provider. Fees start at 6% of governmental revenues in year one and decrease to 4% of governmental revenues in year five.

Caliber is budgeting for professional development opportunities for staff at \$2,000 per teacher with an additional \$5,000 each year for conference fees.

Caliber will use a student information system which is budgeted at \$25 per student. Caliber is also budgeting \$25,000 for technology services years one and two and \$15,000 in each year after, since technology will be an important part of the instructional program.

Caliber is planning on using Special Education Contractors to provide services until the school grows big enough to hire staff in certain areas. Costs for speech therapy and school psychology are budgeted under the Special Ed Contractors in year one. Costs for nursing services and occupational therapy are included in years 1-5. Additionally, Caliber is budgeting \$100 per special education student for Student Transportation.

### Cash Flow

Once the charter is approved, the school will apply for a \$250K CDE Revolving Loan. Caliber is conservatively assuming that funds will not arrive until July of 2015. The CDE loan payback would occur over a four year period. In EdTec's experience, no school has ever not received a revolving loan. Some schools have had to wait until their second year of operation, but everyone has been funded.

In addition to the CDE Revolving Loan, Caliber has received a pledge from a private party that they will loan necessary funds to Caliber in order to help the school meet cash flow shortages that are caused by the state deferral schedule.

The cash forecast assumes that the 2013-14 deferral schedule will remain in place throughout the five year projections. In light of the governor anticipating that state deferrals will be eliminated by 2016-17, we believe that this is a conservative projection. The Special Advance Apportionment for growing schools has been included following historical disbursement patterns with funds arriving in October and January.

**BO-3: Pledge Letter for Committed  
Philanthropy**

The Beller / Moses Family Foundation, Inc.

2090 Vallejo Street

San Francisco, CA 94123

February 15, 2013

Allison Akhnouk, CEO  
Caliber Schools  
One Montgomery St, Suite 2500  
San Francisco, CA 94104

Dear Ms. Akhnouk,

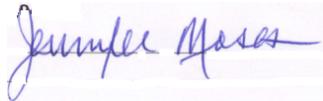
The Beller / Moses Family Foundation, Inc. is pleased to pledge our support for the launch of Caliber Schools: K-8 Charter School. We are committing to providing Caliber Schools a grant of \$100,000 to cover the start up costs for the year prior to school opening. Payment schedule is as follows:

- \$50,000 upon charter approval (anticipated May 2013)
- \$50,000 upon successful hiring of a Founding School Leader (anticipated December 2013)

In addition, our Foundation is able to provide a no interest loan for an amount not to exceed \$800,000 to manage deferral payments from the California Department of Education.

We look forward to working with you to create a high quality college preparatory school for the students of West Contra Costa.

Sincerely,

A handwritten signature in blue ink that reads "Jennifer Moses". The signature is written in a cursive style and is positioned above a light pink rectangular background.

Jennifer Moses, Trustee

# **BO-4: Facilities Requirements for Year One**

**A lobby** for students to gather before school and when waiting for parents so they are not lingering outside the building

**A private office for the special education teacher**

**An enclosed space** which can be used for special education testing, preferably close to the special education office/files.

**Conference room / teacher collaborative space**

**Common space** where 270 students and up to 18 adults can meet.

**Private office space** for the School Leader.

**Shared office space** for administrative staff: Assistant Principal, Operations Coordinator, Office Manager.

**12 classrooms** that can accommodate at least 30 students. All rooms need to have extensive white boards on the walls and tables or desks for students. Classrooms should be large enough to accommodate teacher's desk, file cabinet and book shelf.

**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.

**Additional needs:**

- A space for a photocopier and extra supply storage
- Space for locked cum file storage (preferably in the School Leader's office)
- Teacher mailboxes
- A reception desk with phone
- A common space that has book shelves for a library
- Space for either – laptop storage OR desktop use
- Space for community members (families) to access the internet (desk with internet access and power)

## **Element K: Staff Retirement System**

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

Caliber Schools will make all contributions legally required of employers in California such as Medicare, workers compensation, Social Security (for employees who are not part of STRS), and unemployment insurance. In compliance with Education Code § 47611, we will inform all applicants for positions within the school about their retirement options and transferability, or lack thereof, of retirement programs in which they currently participate. The School Leader shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

### **Certificated Personnel**

Teachers and administrators who hold valid California credentials and meet all eligibility requirements will be part of the State Teachers' Retirement System (STRS). The rights and obligations under this system that apply to the teachers at non-charter schools within the District shall apply to the eligible teachers at Caliber Schools: K-8 Charter. The school will make contributions to these accounts at the appropriate rate.

We will forward all required data to WCCUSD to facilitate their reporting on our behalf to STRS pursuant to Education Code § 47611.3.

Certificated personnel will also have the option to contribute voluntarily from their salary to a 403(b) retirement account.

### **Classified Personnel**

For non-certificated, full-time employees, the school will contribute to Social Security and will also contribute 2% of each classified employee's salary to a 403(b) retirement account.