



# **Caliber: Beta Academy**

## **Renewal Charter Petition**

For a term of July 1, 2019 – June 30, 2024

Submitted to the  
Contra Costa County Board of Education  
September 14, 2018



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## Section 1: Affirmations and Declaration:

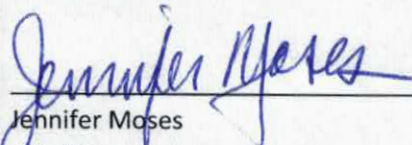
As the authorized lead petitioner, I, Jennifer Moses, hereby certify that the information submitted in this renewal petition for Caliber: Beta Academy (“Beta” or the “Charter School”), operated by Caliber Schools (“Caliber”<sup>1</sup>), located within the boundaries of the West Contra Costa Unified School District (the “District” or “WCCUSD”) and authorized by the Contra Costa County Board of Education (“CCCBOE” or the “County Board”) with oversight from the Contra Costa County Office of Education (“CCCOE”) (collectively referred to herein as the “County”), is true to the best of my knowledge and belief. I also certify that this renewal petition does not constitute the conversion of a private school to the status of a public charter school; and further, I understand that if awarded a charter renewal, the Charter School will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605 (c)(1)]
- Caliber Schools declares that it shall be deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(6)]
- The Charter School shall be nonsectarian in its programs, admissions policies, employment practices and all other operations. [Ref. Education Code Section 47605 (d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605 (d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, unless the Charter School receives a greater number of applications than there are spaces for students, in which case it will hold a public random drawing to determine admission. Except as required by Education Code Section 47605(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)(i)-(iv). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(C)]

<sup>1</sup> At the August 30, 2018 meeting of the Caliber Schools Board of Directors, the Board voted to change the name of Caliber Schools to Caliber Public Schools and to authorize staff to take all necessary steps to effect the change. As the name change process will not be complete at the time of the filing of this petition, the organization is referred to herein as Caliber Schools, or "Caliber." As the name change is expected to be completed during the proposed renewal term, it is the intent that all references to "Caliber" herein shall reference the entity both before and after the name change from Caliber Schools to Caliber Public Schools.

- The Charter School shall not discriminate on the basis of the characteristics listed in Section 220 (actual or perceived disability, gender, gender expression, gender identity, nationality, race or ethnicity, religion, sexual orientation or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, or association with an individual who has any of the aforementioned characteristics). [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall adhere to all applicable provisions of federal law relating to students with disabilities, including, but not limited to, the Individuals with Disabilities Education Improvement Act of 2004, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools is 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. Education Code Section 47605 (I)]
- 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 report cards or a transcript of grades, and health information. If the pupil is subsequently expelled or leaves the school district without graduating or completing the school year for any reason, the school district shall provide this information to the Charter School within 30 days if the Charter School demonstrates that the pupil had been enrolled in the Charter School. [Ref. Education Code Section 47605(d)(3)]

- The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant pupils and currently enrolled pupils that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. [Ref. Education Code Section 47605(n)]
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. Education Code Section 47612.5(a)(2)]
- The Charter School shall, on a regular basis, consult with parents and teachers regarding the Charter School's educational programs. [Ref. Education Code Section 47605(c)]
- The Charter School shall comply with any applicable jurisdictional limitations to the locations of its facilities. [Ref. Education Code Sections 47605 and 47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. Education Code Sections 47612(b) and 47610]
- The Charter School shall comply with all applicable portions of the Elementary and Secondary Education Act ("ESEA"), as reauthorized and amended by the Every Student Succeeds Act ("ESSA").
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum number of school days. [Ref. Title 5 California Code of Regulations Section 11960]

  
 Jennifer Moses  
 Chief Executive Officer  
 Caliber Schools

9/14/2018

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Date

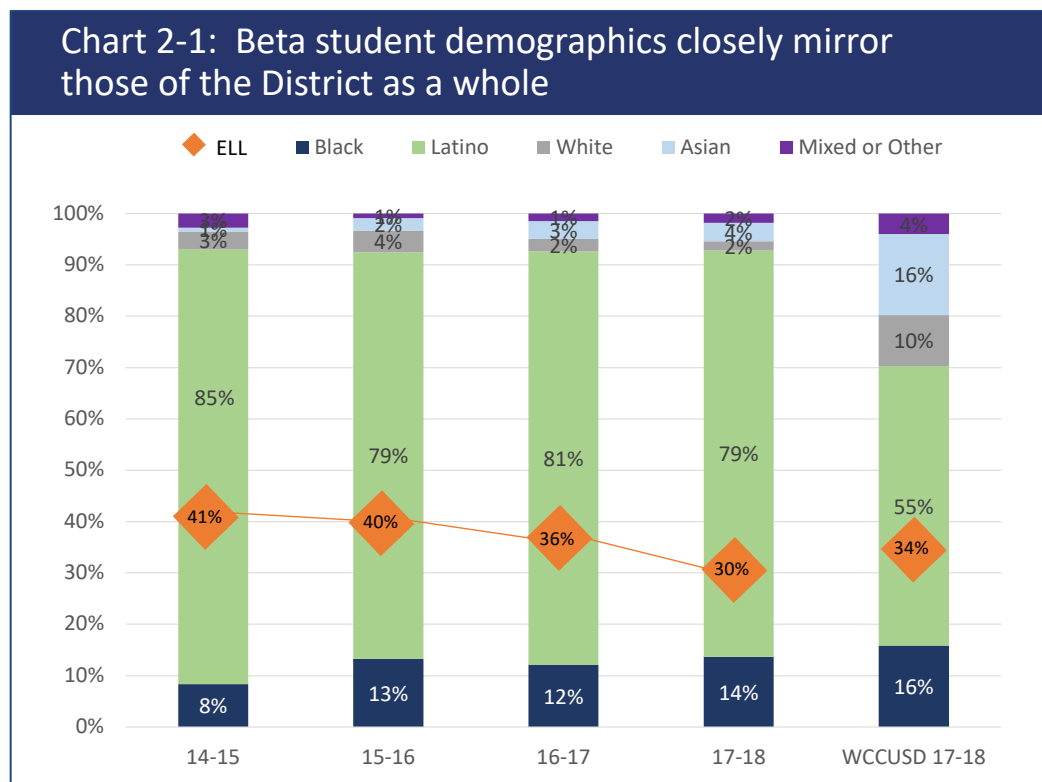


## Section 2: Introduction

Beta is a public, non-profit, non-selective charter school in Richmond, CA. Beta features a program serving students in grades K-5 (“Beta Lower”) and a program serving students in grades 6-8 (“Beta Upper”). Beta is operated by Caliber Schools (“Caliber”), a public, non-profit charter management organization that also operates a charter school in Vallejo, CA. Caliber Schools’ mission is to achieve educational equity by shifting the experiences, expectations and outcomes for students in historically underserved communities. Our strengths-based educational program validates, affirms, respects and supports students, families and staff members to reach their full potential.

Caliber Schools’ vision is to develop each student’s social-emotional abilities (HEART), which enables students to create a strong sense of self and sustain meaningful and healthy relationships. That social-emotional foundation enables all students to obtain the knowledge (SMART) and critical thinking skills (THINK) necessary to advocate for themselves and the issues that impact them and their community (ACT).

Over 95% of Beta students live in the District. In 2017-18, Beta’s student body was 74% economically disadvantaged (versus 71% for the District). 79% of students were Latino (versus 55% for the District), 14% African American (versus 16% for the District) and 10.5% were eligible for Special Education (versus 10.7% for the District). The Charter School’s three-year unduplicated student percentage used to calculate 2017-18 LCFF funding was 86.13% (versus 74.09% for the District). The breakdown of our students over time by ethnicity, and English Learner status is shown below.





## **Section 3: Successes and Accomplishments of the Initial Charter term: 2014-2018**

Listed below is a summary of high level successes and accomplishments since opening Beta in August, 2014.

### **Section 3.1: Strong Academic Results**

A higher proportion of Beta students are exceeding/meeting standards in English Language Arts (“ELA”) and Math on the California Assessment of Student Performance and Progress (“CAASPP”) versus their level upon entry to the Charter School. Also, a higher proportion of Beta students met or exceeded standards than the District average and the District schools that Beta students would otherwise attend. When looking at population subgroups, Beta has among the highest proportions of African-American students, Latino students, English Learners (“ELs”), socioeconomically disadvantaged students, and students with Individualized Education Programs (“IEP”) meeting or exceeding standards. The longer students have been with us, the more likely they are to meet or exceed standards.

Please see Section 5: Evidence of Meeting Charter Renewal Standards for detailed testing data.

### **Section 3.2: Performance increases the longer students are enrolled at Beta:**

Most students enter Beta in need of remediation. The longer they are enrolled at Beta, the greater their progress towards meeting or exceeding standards.

Our success in math trails that in ELA. To address this, we have retained a strong academic coach to support our assistant principals, instructional coaches, and math teachers in backwards planning, unpacking standards, and worthy tasks. The coach will provide ongoing content training and curriculum support across all grades to reshape our math curriculum to increase rigor and depth of understanding for both teachers and students.

### **Section 3.3: Reclassification of English Learners:**

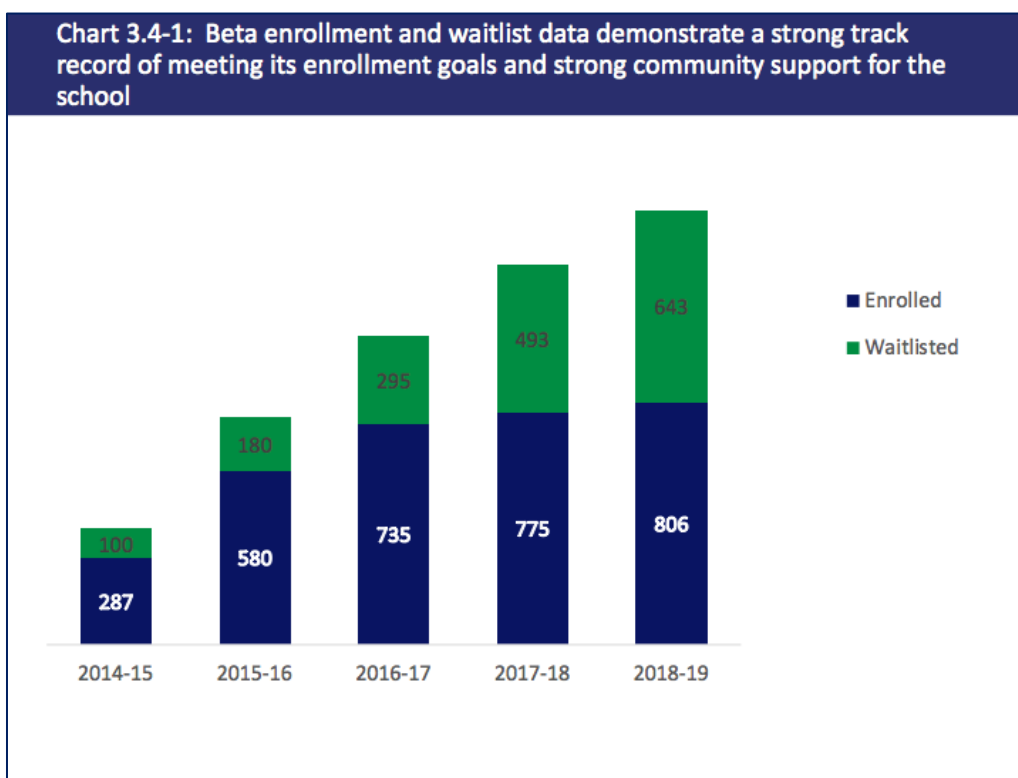
Over 175 Beta students have been reclassified from EL to Reclassified Fluent English Proficient (“RFEP”). Those students’ achievements are celebrated annually at a celebration of bilingualism with hundreds of families.

Over the last four years, 451 Beta students have been English Learners (this count includes students who have since left Beta). Of these students, 187 have been reclassified while at Beta.

In 2017-18, 254 students were English Learners at the beginning of the school year. Of these students, 62 (24%) were new to Beta. A total of 60 students (24%) were reclassified.

### Section 3.4: High Demand and Student Retention:

Beta has been oversubscribed every year since its opening. We currently serve 806 students and our current wait list is over 640 students. Student retention is over 80%.



### Section 3.5: Deep commitment to Social Emotional Learning (“SEL”) and Mental Health:

Beta students have daily circle time (in Beta Lower) or Advisory time (in Beta Upper) to build identity, learn to share and learn how to manage conflicts. SEL is built into every part of the school day. Our SEL leads have counseling skills and are supported by trained counselors who provide individual and group counseling.

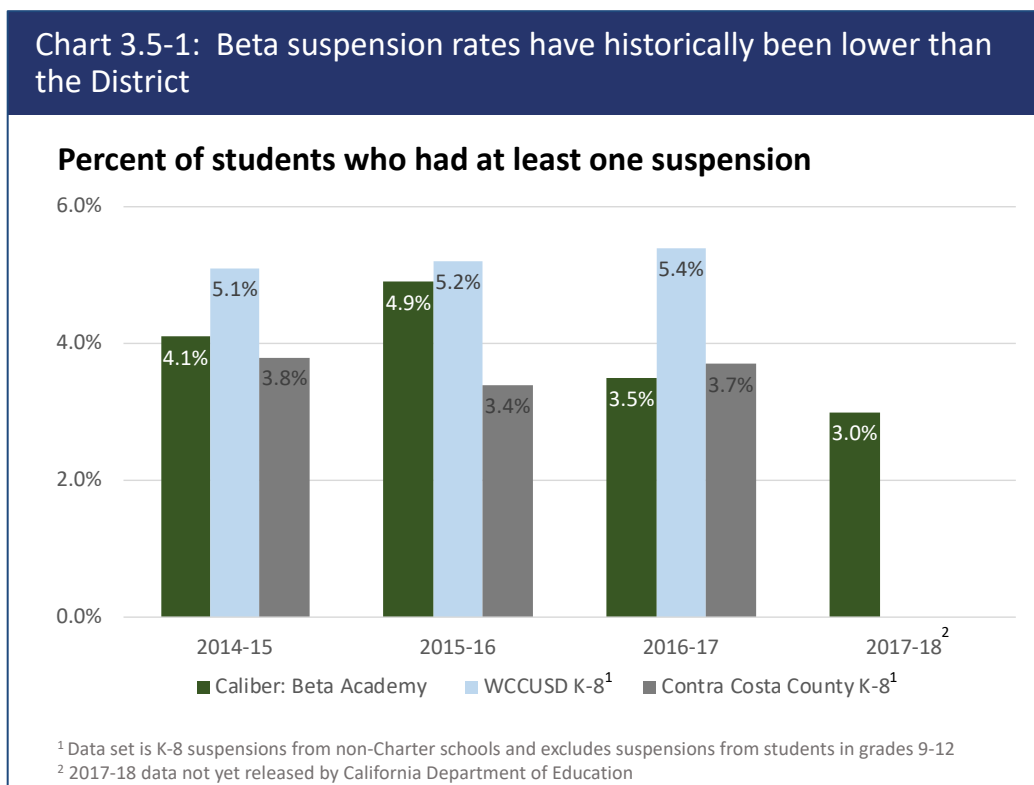


We believe that our commitment to SEL and mental health efforts is providing strong benefits to our academic program. It also has positive impacts on attendance, student absenteeism, suspensions and expulsions.

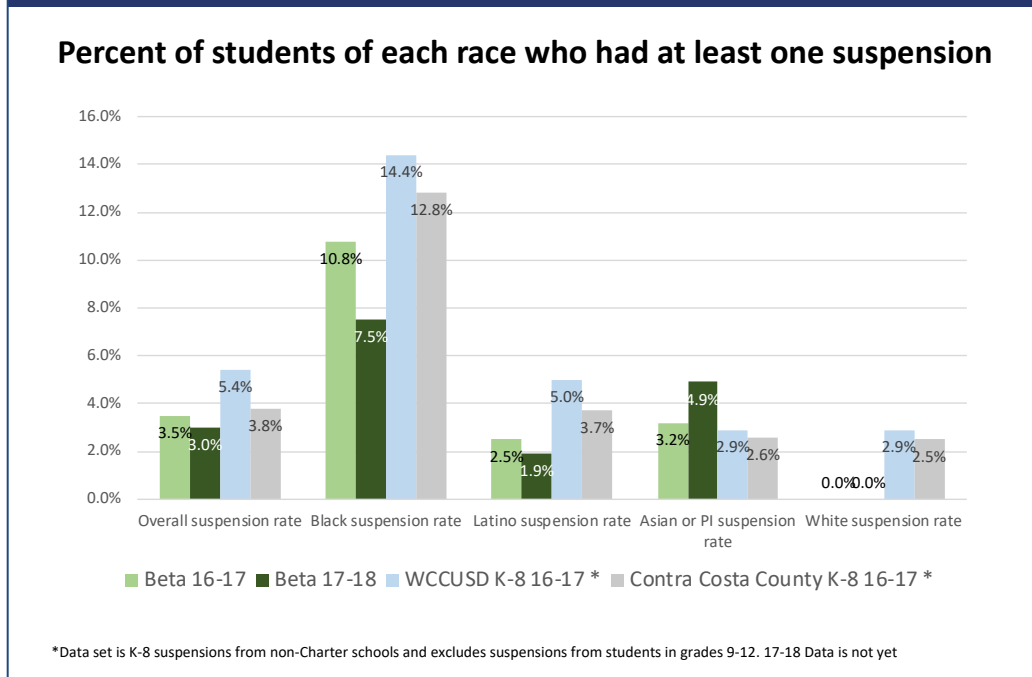
Beta's attendance has been 95% or greater every year and its chronic absenteeism rate in 2016-17 (10.2%) was significantly lower than the District's (16.4%, elementary and middle school combined).

Although our chronic absenteeism rate was significantly lower than the District, it was still higher than our LCAP target this year. We have continued to increase resources devoted to supporting students who are chronically absent. This year we are adding an additional SEL Lead so that we have three in total (K-2, 3-5 and 6-8), along with our mental health and behaviorist and Special Education resources to work with families who are struggling to get their children to school.

Beta did not expel any students in 2017-18 and its suspension rates have historically been significantly lower than the District. In addition, our suspension rates have decreased over the years – particularly among African-American students.



**Chart 3.5-2: African-American and Latino students at Beta are half as likely as their counterparts at District schools to be suspended**



### Section 3.6: K-8 Computer Science program:

All Beta students, starting in Kindergarten, take Computer Science at least twice a week. The course includes digital literacy and fluency, coding, robotics and design-thinking based MakerSpace work. This past year, Beta had two robotics teams that competed across the Bay Area.

### Section 3.7: Enrichment is part of every student's life:

All students study science, and social studies and have Physical Education ("PE"), not just those in middle school grade levels. Every student goes on field trips, and our 6th graders go on a multi-day trip to NatureBridge in the Marin Headlands. See [Element A, Section A.5: Curriculum and Instructional Design](#), below for details.

### Section 3.8: Established systems for governance, oversight and input:

Beta has a School Site Council ("SSC") and an English Learner Advisory Committee ("ELAC") that meet monthly. Beta also has Town Hall meetings throughout the year to provide a forum for a larger group of parents on issues such as Local Control and Accountability Plans ("LCAP") and

budgets. In addition, Caliber offers parents a session before each Caliber Schools Board meeting to review Board materials.

The Caliber Board has expanded from three to eight members, including a parent representative (currently a Beta parent). Caliber Board members bring expertise in teaching, school leadership, finance, operations and fundraising. See [Element D: Governance Structure below](#) for details.

### **Section 3.9: Raised substantial funding for school launch and critical partnerships:**

Caliber has raised over \$2 million to support the launch and development of Beta, including a grant of \$575,000 from the Public Charter Schools Grant Program (“PCSGP”). In addition, Caliber has secured \$500,000 for both of the past two years from the Contra Costa County Mental Health department for services delivered through the Seneca Family of Agencies; Beta has been the recipient of an After School Education and Safety (“ASES”) grant to serve approximately 100 students for after school remediation, and this year Beta will launch a pilot partnership with the East Bay Center for the Performing Arts to provide instrumental music instruction to all middle school students.

### **Section 3.10: Reached a long-term facility agreement with WCCUSD and secured a \$26 million preliminary apportionment under Prop 51 for a new facility at North Campus:**

Beta currently occupies a portable campus located behind Kennedy High School in Richmond, CA. With the support of the County, Beta parents, students and staff, Caliber was able to enter into an agreement with the District in lieu of Prop 39 for Beta to occupy our current site, and receive substantial improvements to ensure the District met its obligation to provide reasonably equivalent facilities to Beta. As a result, we have increased the amount of indoor and outdoor space available and added private portables for parent meetings, a library, a wet lab for middle school science, the use of fields and tennis courts for Physical Education (“PE”) and afterschool programming, and outdoor shade structures for use in hot weather. In addition, the District and Caliber reached an agreement to provide a long-term home for Beta at North Campus, using the Charter School Facility Program funding under Prop 51 to renovate and expand that facility to meet Beta’s needs. The Charter School is deeply appreciative of the support it received from County staff and CCCBOE members during this process.



## **Section 4: Request for Charter Renewal**

Beta has operated successfully for four years. School year 2018-19 marks the fifth year of operations. Caliber Schools respectfully submits this request for a renewal of Beta's charter for another five years, from July 1, 2019 through and including June 30, 2024.



## Section 5: Evidence of Meeting Charter Renewal Standards

Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.5(b)(1): Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052. The following shall serve as documentation confirming that the Charter School meets the statutory criteria required for renewal as set forth in Education Code Section 47607(b)(4).

Additionally, pursuant to Education Code Section 47607(a)(3)(A), “[t]he authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

The Charter School meets the charter renewal criteria established in Education Code Section 47607(b)(4) by demonstrating the performance of the Charter School is “at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school,” as further specified below.

Beta is located in WCCUSD, a large district serving over 31,000 students across over 60 schools. Over 95% of Beta students live in the District. In 2017-18, Beta’s student body was 74% economically disadvantaged (versus 71% for the District), with an 85% unduplicated count percentage. 79% of students are Latino

(versus 55% for the District), 14% African American (versus 16% for the District) and 10.5% are eligible for Special Education (versus 10.7% for the District).

Based on the enrollment addresses of our students, we have identified the following list of schools where more than 1% of our pupils would otherwise have been required to attend<sup>23</sup>. The list of schools includes 23 out of the 43 WCCUSD elementary and middle schools. Below is a list of the District schools our pupils would have otherwise been required to attend and the percentage of Beta students who would have otherwise attended these schools in 2017-18.

**Table 5-1: Beta Comparison Schools**

Comparison School and % of Beta students who would otherwise attend (includes schools with > 1% of Beta Students)					
Stege	10%	Grant	4%	Peres	2%
DeJean	10%	Bayview	4%	Tara Hills	2%
King	9%	Lincoln	4%	Washington	2%
Korematsu	5%	Lake	3%	Dover	1%
Helms	5%	Riverside	3%	Fairmont	1%
Chavez	4%	Nystrom	3%	Hercules	1%
Coronado	4%	Highland	3%	Mira Vista	1%
Downer	4%	Wilson	2%		

The majority of these schools have demographics that are similar to Beta's. In identifying comparison schools, we also identified WCCUSD schools with similar demographics to Beta's<sup>4</sup>. Four additional schools fulfilled this second criteria for comparison schools: Montalvin, Shannon, Sheldon, and Murphy. These four schools were included in our list of "comparison schools." In the charts below, we compare Beta's results to the results of the comparison schools, as well as to the District, County and State overall. Since 2017-18 CAASPP data has not yet been released statewide, we have compared Beta's 2016-17 results to the 2016-17 results from other schools. We have also included Beta's 2017-18 results, which show that

<sup>2</sup> Based on the based on the WCCUSD School Site Locator at <http://apps.schoolsitelocator.com/index.html?districtCode=32073>

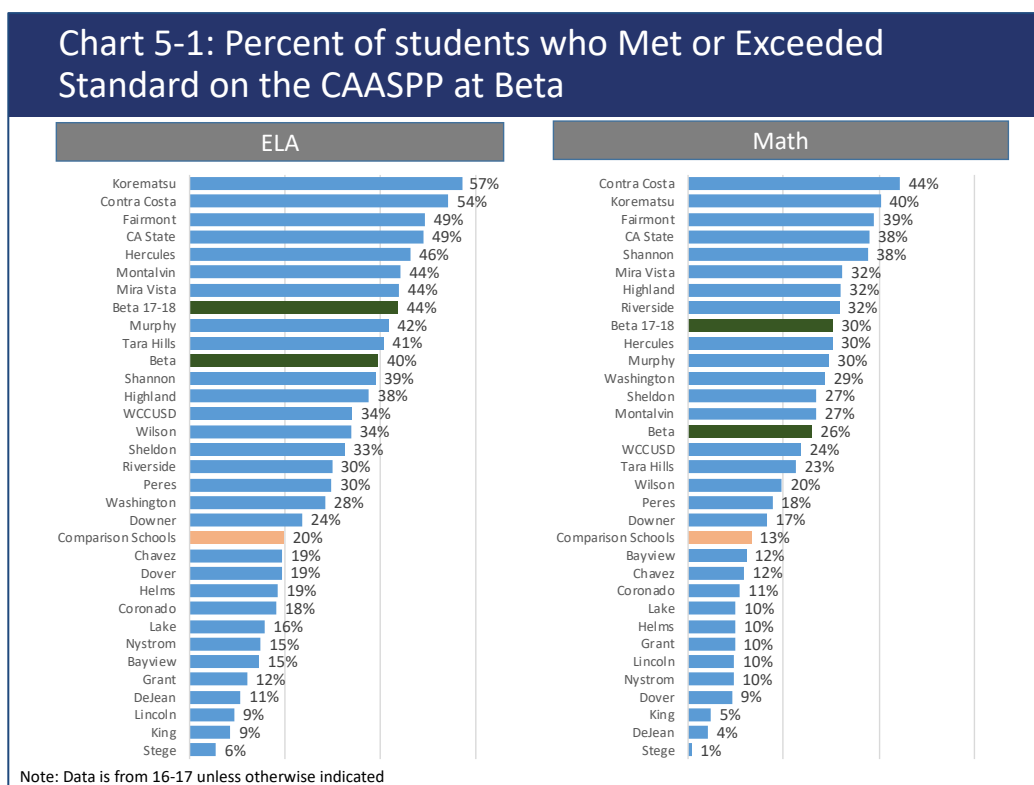
<sup>3</sup> Beta has grown from 286 students in 2014-15 to over 800 in 2018-19. However, the list of schools our students would have otherwise attended has largely remained the same. For the purposes of this chart, any school where at least 1% of Beta students would have otherwise attended for 3 out of the 4 years Beta has been open were included.

<sup>4</sup> Similar demographics defined as within a 10 percentage point variance on the percentage of students who are English Learners, qualify for Free or Reduced Priced Lunch, are Hispanic, and are Black or African-American. Schools that were within the variance for three of the four criteria were included in comparison schools.



Beta's results have improved further in most areas in 2017-18. In addition to showing the performance of each of our comparison schools, we have also shown our expected performance on the CAASPP based on a weighted average<sup>5</sup> among these comparison schools, labeled below as "Comparison Schools."

As you can see below, Beta ranks highly among the comparison schools in terms of the proportion of students who met or exceeded standards on the CAASPP in 2016-17, and the proportion increased for Beta from 2016-17 to 2017-18:



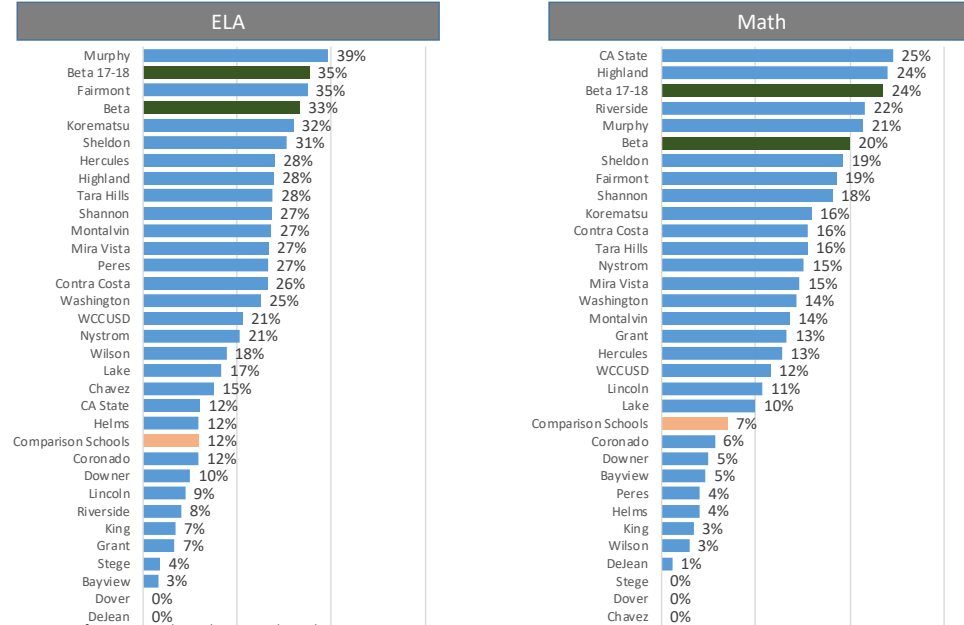
As Chart 5-1 indicates, students at Beta are twice as likely to meet or exceed standard on the CAASPP and three times more likely to meet or exceed standard on the CAASPP compared to our expected performance based on comparison schools. 84% of Beta students would otherwise attend a school that has lower rates of meeting or exceeding proficiency on the CAASPP.

In looking at the performance of subgroups relative to these comparison schools, we see that chronically underserved populations are meeting or exceeding standards at rates significantly higher than in the comparison schools:

<sup>5</sup> Weighted average result across all Comparison Schools based on the percent of Beta students who would otherwise attend each school.

**Chart 5-2: African-American students at Beta are outperforming African-American students in the District, County, and State (in ELA)**

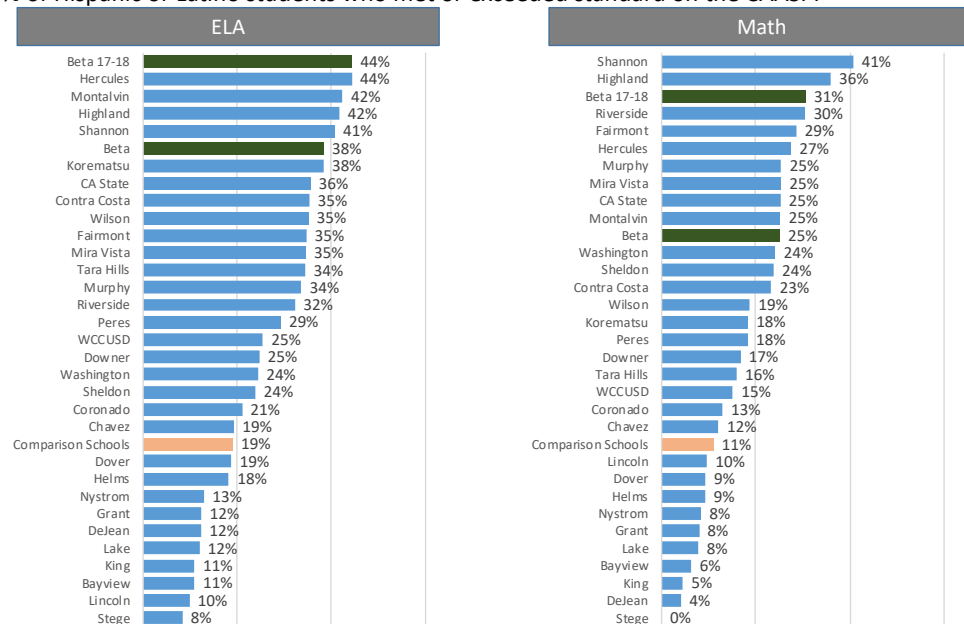
% of Black or African-American students who met or exceeded standard on the CAASPP



Note: Data is from 16-17 unless otherwise indicated

**Chart 5-3: Latino students at Beta are outperforming their peers at the District, County, and State**

% of Hispanic or Latino students who met or exceeded standard on the CAASPP



Note: Data is from 16-17 unless otherwise indicated

Chart 5-4: English Learners are outperforming the State, County and District in ELA, and are just below the top performers in math

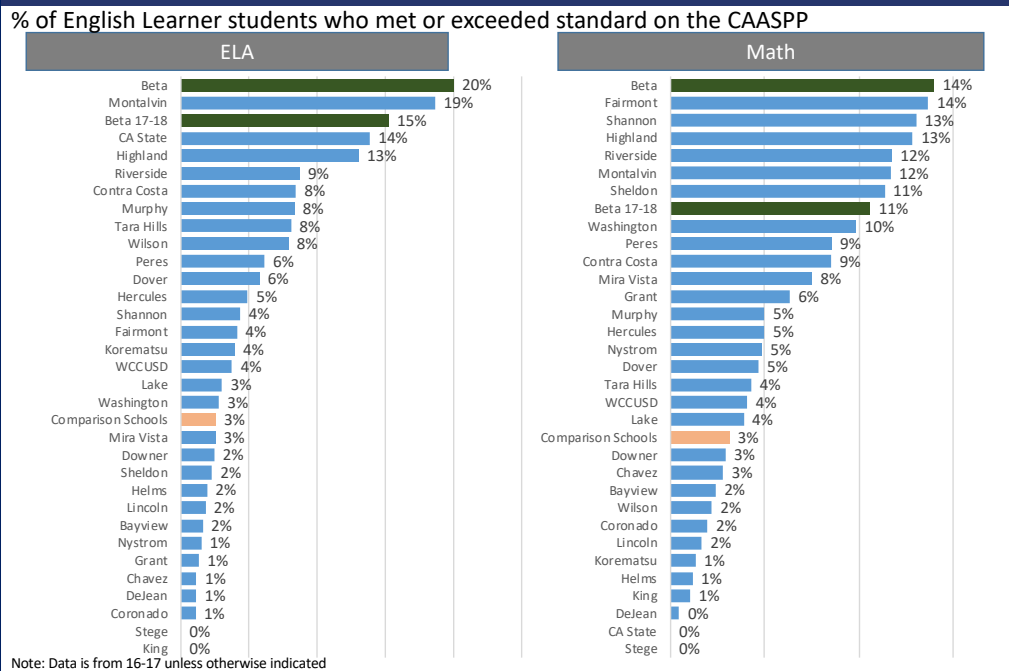


Chart 5-5: Economically disadvantaged students at Beta outperform their peers at comparison schools, the District, County, and State

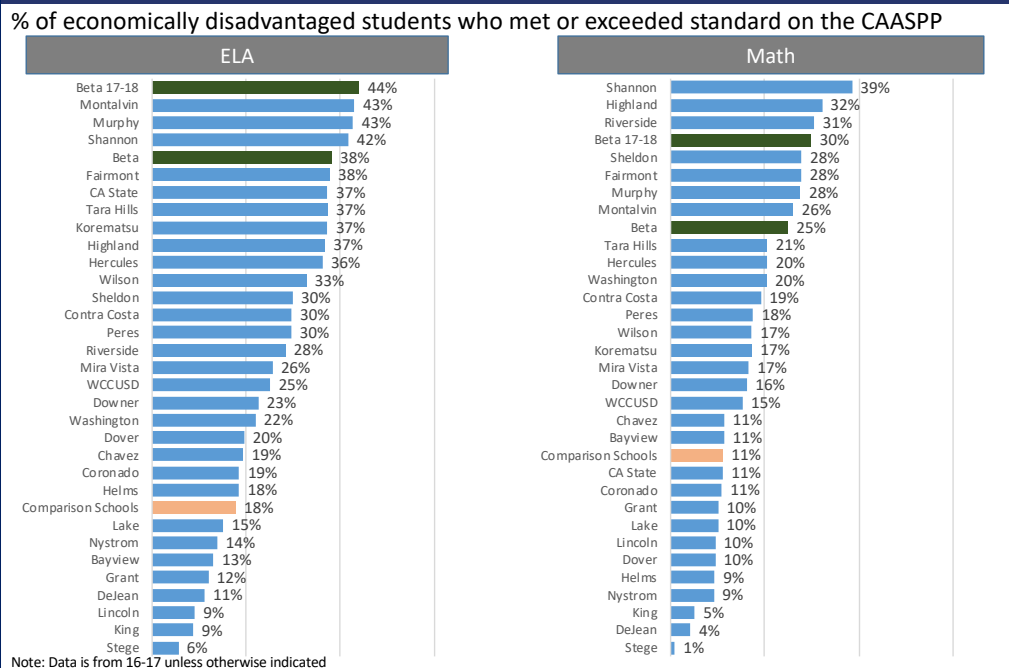
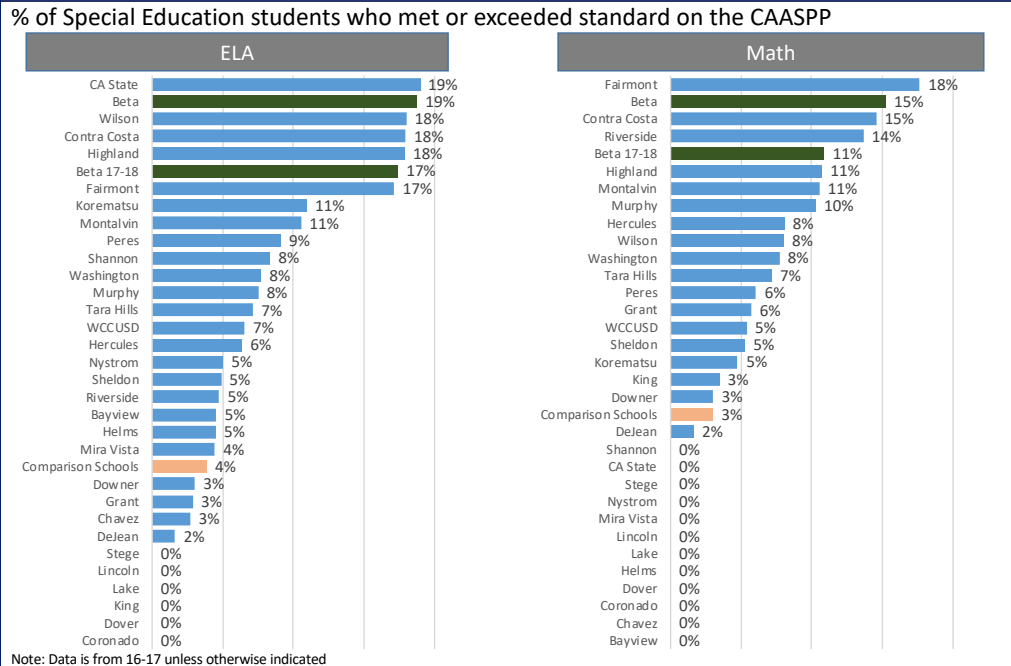


Chart 5-6: Special Education students at Beta are 4-5 times more likely to meet or exceed standard on the CAASPP relative to comparison schools

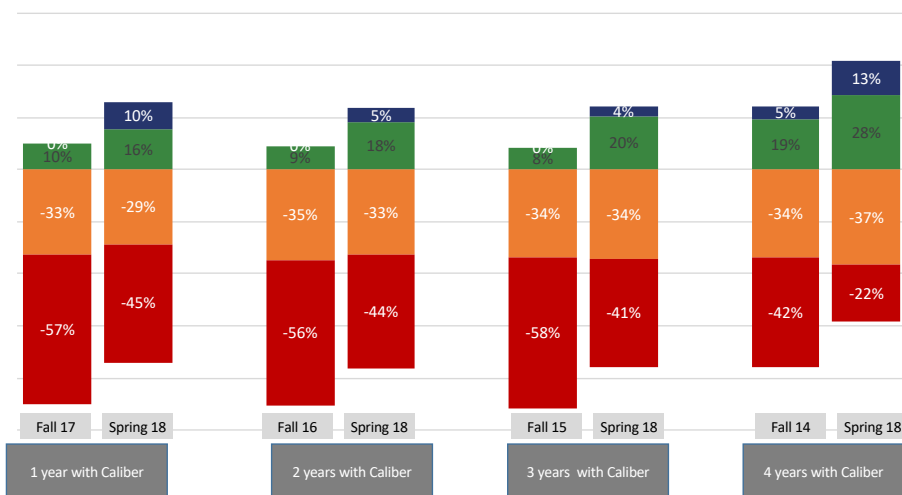


Students who have been with Beta for multiple years have made strong cumulative progress (see below). The majority of students who enroll at Beta are either not meeting or barely meeting expectations in both English and Math when they first come to the Charter School. Beta seeks to change their trajectory by working with them to accelerate their growth to make up for past years. Most are more than one year below grade level. It takes several years to “catch up.” After four years, twice as many are meeting or exceeding standards in ELA as when they started at Beta, and the percentage in the bottom quartile has dropped by 20 percentage points in Math.

## Chart 5-7: students who stay at Beta make strong and consistent math progress

% of students at each proficiency level from the beginning of their Beta enrollment to May 2018  
(Fall NWEA MAP vs. the CAASPP in Spring)

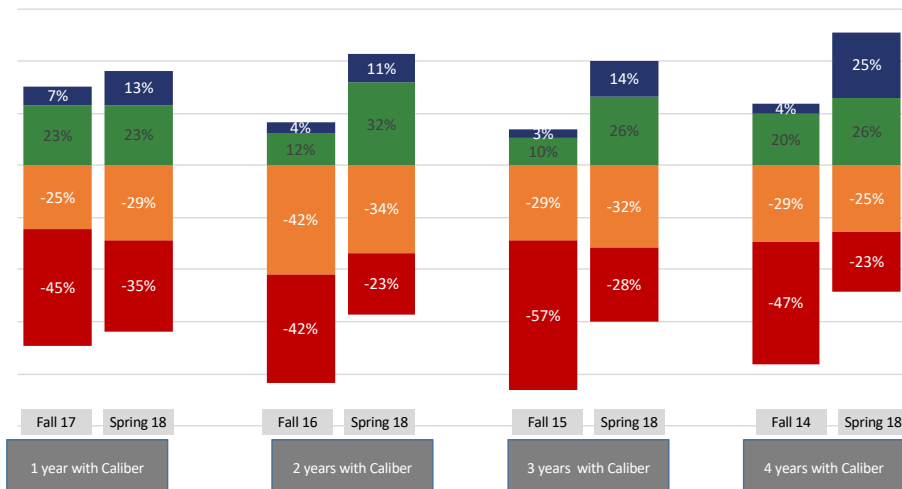
Did Not Meet Standard Nearly Met Standard Met Standard Exceeded Standard



## Chart 5-8: Students who stay at Beta make strong and consistent ELA progress

% of students at each proficiency level from the beginning of their Beta enrollment to May 2018  
(Fall NWEA MAP vs. the CAASPP in Spring)

Did Not Meet Standard Nearly Met Standard Met Standard Exceeded Standard



In sum, Beta students are making strong gains, and the longer they are at Beta the greater their gains. Our students are less likely to be suspended or expelled than in the District. We provide extensive SEL support, including mental health counseling. Beta supports students with IEPs and 504s so that they also make academic progress. Our students have a broad curriculum that includes Computer Science, Science, Social Studies and PE starting in Kindergarten.

In addition, the data demonstrates that Beta is outperforming both the District schools that students would otherwise be required to attend and District schools that are demographically similar. Moreover, increases in pupil academic achievement for all groups of pupils served by Beta are both clear and compelling. As such, Beta has demonstrated the academic criteria necessary to support renewal.

## Element A: Educational Philosophy and Program

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

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

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

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

Caliber Schools’ mission has evolved over time. As an organization, we recently completed a one and a half year project involving staff, students and parents to identify our core values, formalize our commitment to equity in education, and develop our core pillars of student achievement. This process involved multiple half day facilitated retreats for our senior leadership; surveying over 100 staff, 200 families and 1000 students, and convening focus groups for all three groups of stakeholders.

#### Section A.1.1: Core Values

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

### **Section A.1.2: The Four Pillars: Heart, Smart, Think and Act:**

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

#### ***Section A.1.2.1: Heart***

During their time at Caliber, all students will have developmentally appropriate mastery of the six social-emotional learning abilities below:

- Identify and manage one's emotions and behavior.
- Recognize personal qualities and external supports.
- Recognize the feelings and perspectives of others.
- Recognize individual and group similarities and differences.
- Use communication and social skills to interact effectively with others.
- Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.

#### ***Section A.1.2.2: Smart and Think***

Caliber believes that all students should have the opportunity and ability to attend and graduate from college. This means our courses are aligned to the content standards that prepare students for college; however, for students to be successful in and beyond college, we must be equally concerned with both what our students learn and how our students learn. Our SMART pillar dictates the content we teach, while our THINK pillar dictates the thinking skills necessary to use that knowledge at a conceptual and transferrable level. By approaching our SMART content with a THINK lens, we ensure that we are teaching students not only the basic academic subjects they need, but also the higher-level skills that enable them to transfer what they know to new situations and learn new things independently. The table below shows the graduate profile we seek for every student in each subject for Smart and Think:



**Table A.1.2.2-1: Graduate Profile: Smart & Think**

<p><b><u>Reading</u></b></p> <p><i>Reading and analyzing grade level text through:</i></p> <ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Close Reading</li> <li>• Socratic Discussion</li> </ul>	<p><b><u>Mathematics</u></b></p> <p><i>Develop fluency in foundational numeracy and a conceptual understanding of mathematical reasoning through:</i></p> <ul style="list-style-type: none"> <li>• Performance Tasks</li> <li>• Mathematical discussion</li> <li>• ‘Worthy tasks’</li> </ul>	<p><b><u>Science</u></b></p> <p><i>Use the scientific method to develop an understanding of how the world around them works through:</i></p> <ul style="list-style-type: none"> <li>• Focus on content</li> <li>• Hands on learning</li> <li>• First hand learning experiences that are science rich, cognitively challenging, collaborative, and fun.</li> </ul>
<p><b><u>Writing</u></b></p> <p><i>Write clearly and compellingly across different genres through:</i></p> <ul style="list-style-type: none"> <li>• Writers’ Workshops</li> <li>• 6 Traits writing curriculum</li> </ul>	<p><b><u>Computer Science</u></b></p> <p><i>Fluency use and create with technology through:</i></p> <ul style="list-style-type: none"> <li>• Building with digital tool use</li> <li>• Programming and robotics</li> <li>• Makerspace projects</li> </ul>	<p><b><u>Social Studies</u></b></p> <p><i>Understand social and cultural history through the lens of power structures, perspective of others, and equity through:</i></p> <ul style="list-style-type: none"> <li>• Discussion-based questions</li> <li>• Making and defending claims with research and evidence</li> </ul>

In order to achieve this graduate profile, the Beta curriculum and instructional methods are grounded in the following core principles:

**Alignment with Rigorous Standards:** In addition to a curriculum that is aligned to rigorous standards including the Common Core State Standards (“CCSS”), Next Generation Science Standards (“NGSS”), and an internally developed set of computer science skills and abilities, our success in Smart and Think depends on three key underlying philosophies — the value of conceptual inquiry, teaching to each child based on his/her level, and coaching staff to improve performance:

**Conceptual Inquiry:** Many classrooms use what is known as the transmission model of learning. The teacher possesses information that is transferred to the student. While this works for remembering facts or dates, it does not result in meaning-making. For students to learn something deeply, they must construct their understanding through connecting new experiences to prior knowledge. This style of learning, known as inquiry, gives students opportunities explore ideas and topics, discuss them, and draw their own conclusions. At Beta, units and lessons are designed on research-backed theories rooted in inquiry and discussion.

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

**Coaching** Regardless of the specifics in Beta's model, the success or failure of our charter schools will be determined by the quality of our coaching. We are committed to weekly or biweekly coaching for all teaching staff. We continually develop the expertise of our coaches through ongoing professional development, training and collaboration. Our coaches receive feedback on their feedback and evaluation on their performance.

### ***Section A.1.2.3: Act***

Our final pillar is “Act.” We believe the process of developing and understanding one’s identity is complex, critical, and unique for each person. Our identity is connected to how we view ourselves as a whole and how we view ourselves as a part of the different communities with which we connect. At Caliber, we believe that school must provide students with the time and experiences to explore both. In addition to developing a strong sense of self, students also should develop the skills and strategies to advocate for the issues that impact them and the communities with which they associate. At Caliber, we address this through engaging students in a series of projects and exhibitions dedicated to facilitating each student’s identity and ability to advocate.

During their time at Caliber, all students will have developmentally appropriate mastery of the six abilities in advocacy below:

- Demonstrate self-love and knowledge of themselves, their histories, and the cultures with which they identify.

- Demonstrate respect and appreciation for people with identities and cultures that are different from their own.
- Demonstrate an understanding of oppression, injustice, and the history of prejudice along with the impact of these issues on different people and groups.
- Demonstrate an understanding of different social movements, their impact, and the strategies used to bring about change for specific issues related to social justice and equity.
- Demonstrate the communication and motivational skills necessary to effectively advocate for issues and ideas that are meaningful to them and connected to their sense of identity and community.
- Demonstrate the ability to organize and successfully implement social action to create change while addressing issues of inequity, prejudice or oppression.

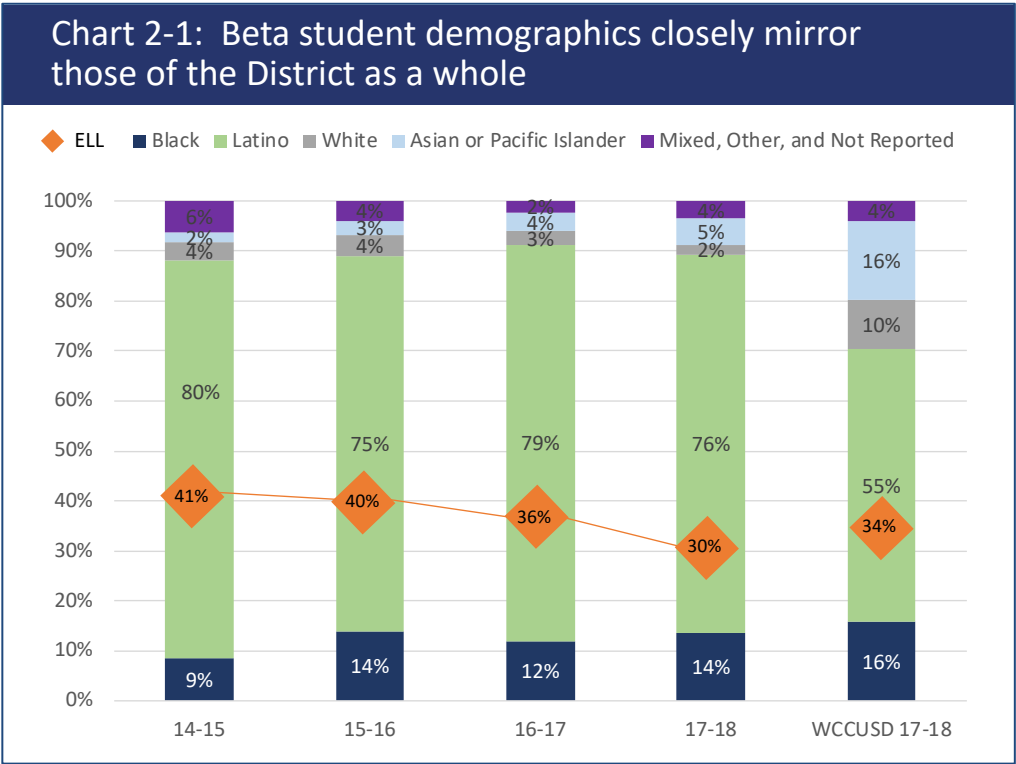
## Section A.2: Target Population

Beta serves approximately 800 students within WCCUSD, primarily from Richmond and San Pablo.

Table A.2-1: Beta 2018-19 Enrollment and Projected Enrollment 2019-2024							
Grade	2018-19 Enrolled	2018-19 Waitlisted	2019-20 Projected Enrollment	2020-21 Projected Enrollment	2021-22 Projected Enrollment	2022-23 Projected Enrollment	2023-24 Projected Enrollment
K	98	122	96	96	96	96	96
1	97	42	96	96	96	96	96
2	99	77	96	96	96	96	96
3	103	105	96	96	96	96	96
4	101	80	96	96	96	96	96
5	97	45	96	96	96	96	96
6	92	123	96	96	96	96	96
7	81	30	96	96	96	96	96
8	38	19	85	96	96	96	96
<b>Total</b>	<b>806</b>	<b>643</b>	<b>853</b>	<b>864</b>	<b>864</b>	<b>864</b>	<b>864</b>

Our students come from over 33 elementary and middle schools, with 86% coming from the 23 comparison schools defined above (those schools which 3% or more of Beta students would

otherwise attend). Beta strives to enroll a student body that is representative of the diversity of WCCUSD. See below for a breakdown of Beta’s student body versus the District.



Our Special Education population last year was 10.5% as compared to the District’s population at 10.7%.

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

**Section A.3: 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 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, provides an excellent framework for understanding what content and skills students need to succeed in competitive colleges and careers. A summary of student competencies can be found on the CCSS website.<sup>6</sup>

As critical as the academic and meta-cognitive skills that form the basis of CCSS are, they must be matched with deep self-knowledge, respect for others, and social and emotional skills to enable success in the classroom, the workplace and in community. Our intense focus on SEL and Mental Health is based on research that shows these skills are critical to academic success in high school and beyond.

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 are from the Framework for 21<sup>st</sup> Century Learning.<sup>7</sup>

Finally, to provide students with tangible skills in a particular sector, we offer computer science starting in Kindergarten as a way to introduce students early on to a career path that is in high demand, particularly in the Bay Area. Computer Science skills of digital fluency, coding, robotics and design thinking are applicable across other academic disciplines as well.

## **Section A.4: How Learning Best Occurs**

The set of learning goals from the CCSS and the Framework for 21st Learning is ambitious. In order to achieve them, Beta’s model is built on the components that express our view of how learning best occurs. This model will equip students with the necessary content and skills to become self-motivated, competent and lifelong learners.

### **Section A.4.1: High Expectations for Academic and Behavioral Success**

#### ***Section A.4.1.1: We believe all children can succeed in college and in life:***

Our curriculum will be rigorous and college preparatory. There is a substantial body of research that shows that high expectations and a growth mindset<sup>8</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

<sup>6</sup> <http://www.corestandards.org/>

<sup>7</sup> <http://www.p21.org/our-work/p21-framework>

<sup>8</sup> For more on the growth mindset, see “Mindset” by Carol Dweck: <http://mindsetonline.com/>

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 Beta include:

- Daily Circles in Beta Lower and Advisory Group meetings in Beta Upper, where we discuss specific character traits and offer testimonials of strengths in action.
- Using the Toolbox curriculum<sup>9</sup> in early years, and in-house curriculum drawing from Toolbox, Teaching Tolerance and PBIS World among others for Middle School, to teach students a set of personal tools that they can use to improve their interpersonal relationships and overall sense of inner strength and well-being. These tools are: breathing; quiet/safe space; listening; empathy; 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.

#### ***Section A.4.1.2: Mental Health support:***

Our Social and Emotional Leads (one each at K-2, 3-5 and 6-8) are trained in social work and/or counseling. In addition, Beta has mental health counselors and a behaviorist on campus to support students with specific needs. This work is delivered by Seneca, a nonprofit mental health agency, and is funded by a grant from the Contra Costa County Department of Health. Beta also has a partnership with UCSF, who provides training and mental health clinical services funded by a grant from The Tipping Point.

### **Section A.4.2: Personalized Learning**

We believe that mastery of content requires students to spend at least a portion of their week working in their zone of proximal development, which is achieved through small group remediation and blended learning assignments. In addition:

#### ***Section A.4.2.1: Each student has a personalized learning plan (“PLP”):***

PLPs show information about a student's background and his or her current achievement levels and pace, as well as his or her goals and next steps for learning the content and standards. Students know where they need to speed up or get help. See Appendix A-1 for examples of current PLPs for Beta Lower and Beta Upper.

<sup>9</sup> For more information on the Toolbox curriculum, see <http://dovetaillearning.org/dovetail/toolbox/the-12-tools>

#### ***Section A.4.2.2: Core content instruction is supported with “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. Please see [Section A.5: Curriculum and Instructional Design](#) below for a list of our current online curricula. Our adaptive online programs will engage students at or above their skill level and provide regular feedback regarding his or her gaps in knowledge. Some benefits of online curricula are:

- Repetition: Students can repeat lessons as needed without the teacher having to re-teach an entire class.
- Adaptivity: Many online software programs will adjust the problems that a student sees based on whether they just answered correctly or incorrectly. The pathway through the curriculum is thus customized to each student’s needs.
- 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 student progress data, generated through online programs and their own teaching, to inform the scheduling and composition of small-group tutorials. At Beta Upper, teachers use a combination of software data and teacher-created assessments every 6 weeks to evaluate progress and design small group tutorials during class or in Dragon's Den after school. Data is reviewed in professional learning communities (“PLCs”). At Beta Lower, Teachers use a combination of software data, teacher-created assessments and exit tickets, bi-weekly quizzes and data from individual conferences to design targeted small group activities and lessons, both in class and during intervention blocks.

Our staff 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 [Leveraged Leadership](#), there are four steps to creating a data-driven instructional model: assessment, analysis, action and systems creation.

#### ***Section A.4.2.3: Assessment:***

At Beta, 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 six weeks (interim assessments). Our assessments will serve as opportunities for students to show evidence that they have achieved mastery.

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.

#### ***Section A.4.2.4: 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.



**Table A.4.2.4-1: Evidence Used in Data Driven Instruction**

<b>Type of Evidence</b>	<b>When is it analyzed?</b>	<b>What steps might be taken?</b>
<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, through homework, or through exit tickets)	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. At Beta Upper, this information may result in a student being assigned to Dragon's Den, our afterschool tutoring program.
<b>Weekly.</b> (For example, through weekly quizzes)	During Friday 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 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 Friday prep time; during teacher retreats or on "data days"; during coaching sessions.	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

#### ***Section A.4.2.5: Systems:***

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

- **Common and Aligned Assessments:** Classes teaching the same standards will use the same assessments, and all subject assessments are reviewed for rigor in PLCs. 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. That means that our unit tests will align to the end of year tests, which will align to the CCSS. 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 Beta engage in planning time each Friday as well as during multiple weekly prep periods in PLCs, when they can examine student evidence of learning and compare it to what was taught in order to make adjustments. In addition, the Charter 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 Beta. 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:** Beta uses Illuminate as our Student Information System, and a custom-built database for keeping track of our historic assessments scores on NWEA MAP and Smarter Balanced Assessment Consortium (“SBAC”). In grades 6-8, we use Illuminate quizzes for our common data analysis. In grades K-5, we use Google trackers. Teachers debrief data with their coach and in their PLCs.

#### ***Section A.4.2.6: Students will take ownership of their learning:***

We believe that students should be engaged in designing their learning experience. As students mature, we help them take ownership of their personalized learning plans via one-on-one coaching sessions with teachers, to set goals and strategies. Over time we will teach students how to work independently with significant choice about when, how, where, and with whom they work. At Beta Upper, students use a digital platform to track their academic and behavioral progress by setting and reflecting on goals. Advisors respond to student reflections, thereby developing the depth of reflection and problem-solving skills practiced by the students.

### **Section A.4.3: Exceptional Teaching and Instructional Leadership**

#### ***Section A.4.3.1: Our School Leaders will be instructional leaders:***

Responsible for improving the quality of our teaching, the primary role of our School Leaders, along with our Assistant Principals and Instructional Coaches, is to support and mentor teachers.

#### ***Section A.4.3.2: Assistant Principals and Instructional Coaches will ensure that all teaching staff, including aides, are observed and receive feedback biweekly:***

With a large school and staff, one administrator cannot give every instructor the feedback and professional development they deserve. Therefore, we also have APs and coaches to provide consistent and ongoing support.

#### ***Section A.4.3.3: We will recruit and develop strong 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. We will work to retain good teachers. Our staff retention has risen from 65% to over 80% from year one to year four.

#### ***Section A.4.3.4: 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 subject teams to plan curricula and model sample lessons. All teachers have daily prep periods. They also have a stipend (as does all staff) to spend on external professional development if, working with their coach, they identify a growth area that can best be developed through external trainings.

***Section A.4.3.5: We will provide opportunities for career advancement:***

Our staffing model provides opportunities for advancement. 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. We also have subject leads in Beta Upper, and stipends for those who support curriculum development. We offer opportunities for promotions to grade level leads, Instructional Coach, Assistant Principal and School Leader roles to internal candidates first. Our current School Leaders have been with us for three years. Three of our Assistant Principals/Instructional Coaches are internal promotions, as are all of our Grade Level Leads.

**Section A.4.4: Depth and Breadth in the Curriculum**

***Section A.4.4.1: Students are offered a challenging, CCSS-aligned curriculum:***

In ELA, math, social studies and science. Early Years literacy is grounded in guided reading and phonics. Math across all grades is inquiry-based. See below for details on curriculum by grade level.

***Section A.4.4.2: Improvement program in Mathematics:***

Our math results have shown less progress than our ELA results, though our students are outperforming their peers at District schools. We are in a multi-year process to shift our curriculum to inquiry-based, conceptual math that demands more cognitive engagement and heavy-lifting from our students--in particular “worthy tasks” as part of everyday math class. We are providing additional math content training to all our math, CS and science teachers. We leverage additional resources beyond the Engage New York, Zearn, and Illustrative Mathematics.

***Section A.4.4.3: Computer Science for all students:***

We want our students prepared for challenging careers in Science, Technology, Engineering, and Math (“STEM”). Our Computer Science program is comprised of age-appropriate digital literacy and fluency; coding; robotics, and design thinking-driven projects. See below for more detail.

***Section A.4.4.4: We have an intense focus on writing and allocate more time to literacy overall:***

In grades K-1, students will have 120 minutes of reading instruction, read-aloud 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 2-5, students will have 135 minutes of explicit literacy instruction each day. This will be comprised of approximately 90 minutes of reading instruction or independent

reading time and 45 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 addition, reading will be interwoven into 60-70 minutes of daily Science or Social Studies.

In grades 6-8, 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.

#### ***Section A.4.4.5: 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.

#### ***Section A.4.4.6: 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 CCSS, will make literacy throughout the curriculum essential in the Beta 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. 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. In Upper School, 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 circle/Advisory meetings.

***Section A.4.4.7: Students have science, social studies and PE, even in Elementary School:***

All students, even in Kindergarten, have access to science, social studies and PE. The approach in science and social studies is project based. By using hands-on science labs (e.g., FOSS Kits in Beta Lower, and our science lab in Beta Upper) and social science investigations, students start with a deep problem and learn relevant information they need to solve the problem or complete the investigation rather than learning without understanding the context or relevance of the subject matter.

We offer PE twice a week to all grades to develop skills in games, build teamwork, and give our students time to develop their bodies as well as their minds.

**Section A.4.5: A Commitment to Work with Our Families**

***Section A.4.5.1: We partner with families. We want parents to be informed and have the opportunity to be involved:***

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

***Section A.4.5.2: We work to increase opportunities for parent involvement, and to address student needs:***

We have worked to increase opportunities for parents to participate in the LCAP process through Town Hall meetings as well as SSC/ELAC. We also added meetings prior to each Caliber Board meeting to review the materials, and have added a parent to the Caliber Board. We have bilingual staff in the front office to help our large non-English speaking parent population. This past year, our African-American staff created a Black Community Council (“BCC”) to explicitly support African-American students in partnership with their parents. The BCC hosted a welcome BBQ to introduce the community to their offering for the year. As part of campus beautification, the BCC commissioned an empowering painting on one of the campus walls so the students would see art that reflects their identity. The BCC hosted a Black History Assembly in February and also a Summer Opportunities Faire. The Faire was open to all students and had booths featuring community summer programs, food programs and introducing the Beta Math Camp. BCC members mentored African-American students throughout the school year. The GEMS and BOIS 2 Men programs taught leadership skills to lower grade students. In the 18-19 school year, the BCC will focus on reading assistance, family events and leadership for the students.

## **Section A.5: Curriculum and Instructional Design**

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

### **Section A.5.1: Beta Lower (K-5):**

Beta’s K-5 grade elementary school, Beta Lower, is organized into grade level homeroom classes of 24 students each, who travel as a cohort between their two content teachers and specialist teachers. Beta Lower has a Principal, two Assistant Principals, two Social and Emotional Learning (SEL) Leads who support teachers with tiered behavior intervention and the implementation of SEL curriculum, and two instructional coaches. Grade Level teachers are responsible for teaching their content area (either Humanities which are made up of ELA and Social Studies or STEM, which consists of Math and Science), writing and our Social Emotional Curriculum during opening and closing circles. In addition to grade level teachers, the staff consists of two coding and two PE teachers who specialize in either the K-2 or 3-5 grade bands. Grades K-2 have instructional aides who assist in ELA classrooms and teach small group phonics as well as support intervention programs for struggling students.

The school day runs from 8:00 am-3:15 pm Monday-Thursday, and from 8:00 am-12:20 pm on Fridays for staff Professional Development. Campus opens at 7:40 am, and afterschool programming is available for a fee.

Beta Lower has more instructional minutes per year in each grade than is required by law:

- Beta provides pupils in kindergarten with 55,800 instructional minutes, compared to 36,000 minutes required by law.
- Beta provides pupils in 1st and 2nd grades with 58,320 instructional minutes, compared to 50,400 minutes required by law.
- Beta provides pupils in 3rd grade with 59,580 instructional minutes, compared to 50,400 minutes required by law.
- Beta provides pupils in 4th and 5th grades with 59,580 instructional minutes, compared to 54,000 minutes required by law.

A sample schedule is attached as Appendix 2.

#### ***Section A.5.1.1: Circle:***

All students begins their day in their homeroom for their morning circle. In morning circle, students are given the opportunity to learn and practice new social and emotional skills and practices, engage in restorative practices and share about themselves and their identity. This work is done gradually, starting with low-risk topics and building up to higher-risk themes and activities over time. In the first months of the year, teachers focus on community building and skill development, which lay the necessary foundation for the deeper interpersonal and restorative work follows. Our SEL Leads push in to circle to discuss topics of race and inclusion when class, Charter School or world events arise where student support is needed. We also use circle time to have student share about their home culture and family once a week.

#### ***Section A.5.1.2: Writing:***

Writing blocks take place four days a week for 45 minutes a day. This block emphasizes the writing cycle and gives students an opportunity to publish multiple products in each writing genre (persuasive, informative and narrative). Our writing program is aligned to the Lucy Calkins workshop model. Students and teachers participate in frequent 1:1 teacher conferencing to track progress, offer feedback, and co-generate next steps. Students share their work throughout the cycle and during publishing parties at the end of units.

#### ***Section A.5.1.3: Reading Instruction (K-2):***

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



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

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

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

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

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

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

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

#### ***Section A.5.1.4: Reading Instruction (3-5):***

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

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

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

Close reading is a 30-45 minute activity that gives students an opportunity to make a thoughtful, critical analysis of a text and focus on significant details or patterns in order to develop a deep, precise understanding of the text's form, craft, meanings, etc. At Beta, during Close Reading students learn to focus on the Central Idea and the role of Genre-Based Thinking Jobs as the tool to determine the central idea. The Central Idea is the deeper meaning within the text. The ability to identify a personal definition of the central idea is what readers do, it is what life-long readers do, in any arena, genre or discipline. The Central Idea is a way to provide a consistent framework for readers that can work across genres and text complexities.

#### ***Section A.5.1.5: Mathematics:***

Math blocks have the following components:

- Do Now: Do Now is a simple independent practice to start every class. Although 100% independent, they can be both a review and anticipation of what is to come (having a connection to a part of their prior knowledge that will be necessary in today's lesson). Do Now's tend to aim for three questions that should take a maximum of 10 minutes. It helps students focus at the start of class and provides a quick assessment for teachers or a moment to awaken prior knowledge.
- Number Fluency (Fast Math): Fluency is designed to promote automaticity by engaging students in practice in ways that get their adrenaline flowing.

Automaticity is critical so that students avoid using up too many of their attention resources with lower-level skills when they are addressing higher-level problems. The automaticity prepares students with the computational foundation to enable deep understanding in flexible ways.

- Worthy Tasks/Application Problems: Worthy Tasks/Application Problems provide un-scaffolded opportunity for students to work with grade level material. They are student centered and provide less scaffolded opportunities for student to show what they can do and what they know, with an emphasis on students explaining their thinking.
- Small Group Instruction: Teachers utilize data from exit tickets, bi-weekly quizzes, Do Now's or graded independent practice to identify students who need more support. Teachers pull small groups to give extra support or reteach a past concept.
- Digital Learning: Students use digital programs in order to increase fluency, reinforce the current lesson, preview material or fill gaps. Students utilize Zearn (1st-5th), Dreambox (K-1) and Reflex Math. Zearn is a rigorous online curriculum that complements the instructional strategies and scope and sequence in Eureka Math. Zearn delivers grade-level instruction and also includes remediation pathways designed to review foundational concepts that build up to grade level standards. All students have a goal of completing 3-4 Zearn lessons a week. This progress is tracked physically in the classroom. Reflex Math is a program that helps assist students in learning their fact fluency and fact families in addition/subtraction and multiplication/division and is a compliment to the Fluency portion of the block.

#### ***Section A.5.1.6: Science:***

In Kindergarten and 1st grade, students receive 30 minutes of science daily. In 2<sup>nd</sup> grade through 5<sup>th</sup> grade, students alternate between social studies and science every 6 weeks during an afternoon block. Science units are teacher-created and are organized around essential questions and wonderings. In the upper grades, there is an emphasis on literacy and writing skills infused into the lessons. Teachers are also encouraged to use SDAIE and GLAD strategies to assist vocabulary development and language acquisition for English Learners during these blocks.

#### ***Section A.5.1.7: Social Studies:***

In Kindergarten and 1st grade, social studies standards are weaved into the 30-minute read aloud portion of the ELA block. In 2<sup>nd</sup> through 5<sup>th</sup>, students alternate between social studies and science every 6 weeks during an afternoon block. In 2<sup>nd</sup> grade, teachers utilize both close reading and read-aloud during these blocks to emphasize reading comprehension. In

the upper grades, there is an emphasis on literacy and writing skills infused into the lessons. Teachers are also encouraged to use Specially Designed Academic Instruction in English (“SDAIE”) and Guided language Acquisition Development (“GLAD”) strategies to assist vocabulary development and language acquisition for English Learners during these blocks. We also are expanding our 3<sup>rd</sup>-5<sup>th</sup> grade social studies curriculum to be more inclusive of different perspectives, backgrounds, and cultures.

#### ***Section A.5.1.8: Computer Science:***

At Beta, we recognize and take on the responsibility of preparing students for the opportunities and challenges that will await them in their future careers. Technology has vastly expanded each individual's capacity for obtaining knowledge and impacting the world around them, but a foundational understanding of how to wield its potential is necessary and should be developed from an early age through all of a child's education.

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

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

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

As the future becomes increasing unforeseeable, and innovation continues to shape our world at unprecedented rates, we're confident our students will have the experiences, skills, and flexible thinking abilities as a result of the unique and high-quality education they receive at Beta.

***Section A.5.1.9: PE:***

The physical education program emphasizes overall health and wellness by focusing on physical fitness, mental health, and nutrition. Students complete the Physical Fitness Testing, ("PFT"), in 5th grade. Students learn the rules of popular games and sports and practice teamwork and problem-solving techniques that they then use during recess. They learn about how nutrients affect their body and the role of food in energy and focus.

***Section A.5.1.10: Sports:***

Beta Lower offers basketball, soccer (indoor and outdoor) and chess as after school sports. Our teams compete in a local league against district schools and teams. In addition, Tennis lessons are offered through our after-school partnership with Bay Area Community Resources ("BACR").

***Section A.5.1.11: Field Trips:***

We are committed to providing opportunities for students to learn and engage in rich experiences outside of the classroom. Each grade level has a budget for field trips throughout the school year. Students have taken trips to the Exploratorium, Academy of Science, Oakland Zoo, Fairyland, Richmond Museum, Miller Knox Regional Shoreline, Bay Area Maker's Fair, state capitol in Sacramento, Richmond Arts Center, Yosemite, Marin Headlands, and California Shakespeare Theater, among others.

**Section A.5.1.12: Art:**

Once a week, students have a 45-minute art period taught by grade level teachers utilizing Art in Action art curriculum. Art in Action is a discipline-based, sequential art curriculum designed around the works of the great masters. It is designed to develop students' critical-thinking skills, creative confidence, hands-on skills, visual literacy, self-esteem, and an appreciation of other cultures.

**Section A.5.1.13: SEL:**

Our commitment to HEART is best seen in the many SEL programs and strategies used across our campus. Developmentally appropriate SEL strategies are incorporated into our advisory curriculum and reinforced in community circles, repair circles, and relationship building initiatives. Our approach to discipline is restorative and tiered based on individual need. We have an SEL lead who partners with our mental health team to diagnose the root cause of misbehavior and assign an aligned consequence and/or intervention. Families, teachers, and external service providers make up a comprehensive care team that will meet regularly to problem solve and celebrate growth when students are identified as needing Tier 2 or Tier 3 resources. The following are samples of our SEL interventions by tier.

- Tier 1 Interventions (all students):
  - Community Circles
  - Class norms and expectations
  - Mindful moments in the mindful corner
- Tier 2 Interventions:
  - Check in/check out
  - Mentorship
  - Repair Circles
- Tier 3 Interventions:
  - Counseling — individual or group
  - Special Education resources
  - Behavior contracts
  - Teacher case management

**Section A.5.1.14: Weekly Assemblies:**

As part of Beta Lower's commitment to creating systems of Positive Behavior Interventions and Supports, students attend weekly assemblies. During assemblies, the community:

- Celebrates examples of leadership in each class and grade
- Recognizes students with excellent attendance
- Honors "Richmond Pride"
- Showcases artistic talents and celebrate those talents
- Builds momentum through chants and song

- Builds increased sense of belonging and part of our school community
- Reinforces our SEL program through our “Tooltime” Segment
- Launches schoolwide campaigns to reinforce routines and procedures
- Celebrates the different cultures of our student body
- Highlights positive student behavior and initiatives

#### ***Section A.5.1.15: Positive Rewards and celebrations:***

Beta Lower believes it is not enough to teach expected behavior, we also need to regularly recognize and reward students for engaging in appropriate behavior.

Beta lower utilizes ClassDojo, a communications app for teachers, students and parents, as our means of recognizing and celebrating student success.

In addition, students can reach certain rewards for reaching specific amounts of points. Recognizing and celebrating good choices makes it easier for students to permanently adopt the beneficial behavior and build positive habits. Rather than consciously acting in a positive manner for the sake of a reward, these children adopt positive behavior as a genuine part of their personalities.

### **Section A.5.2: Beta Upper (6-8)**

Beta’s 6th-8th grade middle school, Beta Upper, is organized into grade level classes of 30 students each. Beta Upper has a Principal, Assistant Principal and SEL Lead. Teachers are assigned one subject at one grade level, an Advisory cohort, and one intervention block. The school day runs from 8:00 am to 3:21 pm Monday-Thursday, and ends at 12:30 pm on Fridays for staff Professional Development. After school tutoring from teachers is offered through teacher referral or student opt in Monday-Thursday from 3:25-4:10. Campus opens at 7:45 am, and after school programming is available for a fee.

Beta Upper provides 60,642 Instructional Minutes per year in grades 6-8, more than exceeding the minimum required 54,000 minutes. A sample schedule is attached as Appendix 3. Students begin their day in Advisory, then proceed to an intervention block, then move on to 5 periods of 60 minutes each, during which they see each of their core teachers (ELA, Math, Science, Social Studies) and either Computer Science or an Elective based on the day.

#### ***Section A.5.2.1: Advisory***

Each student begins their day with their advisor and a small group of 12-15 peers. During Advisory, teachers check homework and supplies to ensure students are prepared for the

day. If a student arrives to school without their completed homework, they are assigned to “Dragon’s Den,” an afterschool tutoring session, where a teacher will support them to complete their work. Parents are automatically notified through Dean’s List, a digital grade and behavior tracking platform, that their student will be staying after school that day.

After the “Ready to Learn” check, teachers facilitate group activities such as community circles, discussion, PBLs, or article study that align to the theme of the month. The themes selected align to national events (i.e. elections, Latino Heritage Month, Black History month) and/or student preference (i.e. gender identity, stress management, immigration). The curriculum is designed in house with resources from Toolbox, Teaching Tolerance, and PBIS World.

Each month, Advisories participate in an Advisory competition designed to build school spirit and camaraderie. Participants have opportunities to earn points, which are added to the points they have earned for highest GPA, attendance, and other categories and result in 1st, 2nd, and 3rd place winners for the month.

#### **Section A.5.2.2: DEAR:**

The DEAR, or *Drop Everything And Read*, block is a built-in time for tiered intervention. Students in Tier 1 read high interest books and complete Accelerated Reader quizzes and/or book reports, which qualifies them to log their books read. Meeting one’s reading target each month results in a group incentive. Students in Tier 2 participate in small group guided reading facilitated by a trained interventionist with the Leveled Literacy Intervention curriculum. Upon completion of the guided reading assignments, students are given credit for books read so they may also participate in the monthly incentives. Students in Tier 3 use an online platform called Lexia, which is monitored by our most veteran ELA teacher. Lessons completed align with books read so these students may also participate in monthly incentives.

#### **Section A.5.2.3: ELA:**

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



**Section A.5.2.4: Mathematics:**

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

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

**Section A.5.2.5: Science:**

The Science department also utilizes an inquiry-based approach by implementing CCSS aligned FOSS kits. This program emphasizes hands on learning through frequent experiments. Literacy skills are emphasized in the reading and annotation of nonfiction text and the writing of lab reports. One trimester per year, the Science and Computer Science teachers collaborate to design a PBL unit that is completed across the two content areas. These projects combine the content of Science with the tech skills of Computer Science to produce a project that is showcased in a community exhibition.

**Section A.5.2.6: Social Studies:**

Beta’s Social Studies curriculum was written in-house and incorporates our commitment to ACT and a focus on literacy across content. Students complete Discussion Based Questions, DBQs, with each unit and ThinkCERCA assignments to serve as an additional practice with literacy skills. Content is discussion focused by using primary source documents and simulations designed for perspective taking and evaluation of history through many lenses, not just that of white cis males.

**Section A.5.2.7: Computer Science:**

The Computer Science Program at Beta Upper mirrors that in Beta Lower (see [Section A.5.1.8](#) above)

**Section A.5.2.8: PE:**

The physical education program emphasizes overall health and wellness by focusing on physical fitness, mental health, and nutrition. Students complete the Presidential Fitness Test (PFT) in 8th grade. Students learn the rules of popular games and sports and practice teamwork. They learn about how nutrients affect their body and the role of food in energy and focus.

**Section A.5.2.9: Student Government:**

Each year, students elect the members and cabinet of their student government. This body plans and executes school culture events such as spirit week, dances, and food drives. They also sit on the PBIS committee and weigh in on school rules and procedures.

**Section A.5.2.10: Sports:**

Beta Upper offers basketball and soccer as after school sports. Our teams compete in a local league against district schools and teams through the Downer YMCA.

**Section A.5.2.11: Field Trips:**

We are committed to providing opportunities for students to learn and engage in rich experiences outside of the classroom. Our students participate in annual overnight trips through a four year partnership with NatureBridge. During this 3-4 day immersive experience students learn about the ecosystem of the site, hike, camp, and build relationships in the fall trimester. For many, this is their first time away from home overnight.

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

We have partnerships with the Oakland Museum, The Academy of Sciences, the University of California, Berkeley, and Girl's Garage where our students take annual trips based on grade level. By assigning field trip experiences as a 6-8 community we ensure that our students experiences are vertically aligned, rigorous, and well-rounded and minimize the accidental duplication of experiences over time.

**Section A.5.2.12: Music:**

Beta Upper is initiating a partnership with the East Bay Center for the Performing Arts (the Center) for the 2018/19 academic year to provide hands on music instruction to all 6th, 7th and 8th grade students. The medium-term aim is to establish capacity at Beta to implement its own music program. Core program instruction in music will focus this first year on three interrelated and sequential curriculum units. All coursework meets state VAPA standards, support a variety of learning styles and prepares children for specific skill based advancement:

### ***Section A.5.2.13: SEL:***

Our commitment to HEART is best seen in the many SEL programs and strategies used across our campus. Developmentally appropriate SEL strategies are incorporated into our advisory curriculum and reinforced in community circles, repair circles, and relationship building initiatives. Our approach to discipline is restorative and tiered based on individual need. We have an SEL lead who partners with our mental health team to diagnose the root cause of misbehavior and assign an aligned consequence and/or intervention. Families, teachers, and external service providers make up a comprehensive care team that will meet regularly to problem solve and celebrate growth when students are identified as needing Tier 2 or Tier 3 resources. The following are samples of our SEL interventions by tier.

- Tier 1 Interventions (all students):
  - Community Circles
  - Class norms and expectations
  - Mindful moments in the mindful corner
  - Lunch reflection
- Tier 2 Interventions:
  - Check in/check out
  - Mentorship
  - Saturday School (repair circles, SEL lesson, community care project, work completion)
- Tier 3:
  - Counseling — individual or group
  - Special Education resources
  - Behavior contracts
  - Teacher case management

### ***Section A.5.2.14: Dragon's Den:***

Dragon's Den is held Mon-Thurs from 3:25-4:10. One teacher from each grade level is available during each session to tutor, answer questions, and facilitate work completion. Students that do not complete their assigned homework on a given day are required to attend Dragon's Den. Students are also able to self-select into Dragon's Den as they take charge of their own learning. Teachers may also assign students Dragon's Den if they did not display mastery on an assessment or if an extended period of absences leaves them with significant work to make up. This ensures that students do not fall behind.

## **Section A.6: Special Populations**

Beta'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.

Table A.6-1: Model Elements that Support Special Populations	
Beta Design Element	How This Helps Special Populations Students
<p><b>Home Visits and Family Engagement:</b> Students with Tier 3 needs 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>10</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 Beta, we realize that students with 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>

<sup>10</sup> Tough, Paul. How Children Succeed. New York: Houghton Mifflin Harcourt Publishing, 2012.

<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 Beta Upper 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.</p>
<p><b>Toolbox Curriculum<sup>11</sup>:</b> This curriculum offers 12 tools that students can use to regulate their behavior and achieve more overall well-being. Beta 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, etc.</p>
<p><b>Universal Design for Learning<sup>12</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 Beta 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</p>

<sup>11</sup> For more information on the Toolbox curriculum, see <http://dovetaillearning.org/dovetail/toolbox/the-12-tools>

<sup>12</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>.

<b>Universal Design for Learning (continued)</b>	<p>to express their knowledge through their actions rather than through words, and Beta’s projects and online curricula offer that opportunity.</p> <p>For English 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>
<b>Assessment and Early Intervention:</b> Beta will use an Response to Intervention (“RI”) approach to ensure that students who are falling behind academically are quickly identified and supported.	<p>Through diagnostic assessments regular exit tickets , quizzes , and interim assessments, we will build a base of evidence to identify students who require further intervention or acceleration and can provide them with a graduated system of support.</p>

### Section A.6.1: Academically Low Achieving Students

Beta 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 afterschool 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.

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

- SBAC – ELA or Math Level 1 or 2
- 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

Beta will use a Multi-Tiered Services System approach to support students who are not able to obtain their educational benefit. This system includes the RtI system to support all students below grade level. RtI is a process by which schools are proactive and universal in assessing students' academic, behavioral and socio-emotional development needs and providing students with timely, targeted, and effective research-based interventions. The framework has three tiers of intervention. All students receive Tier 1 support through structured and engaging classrooms, SEL curriculum and support, and frequent diagnostic assessment. Students who are not achieving sufficient progress are identified early and are proactively placed in the second tier as a way to address the issue before it becomes more severe. In many cases this works and the child is removed from RtI. If this intervention does not work, the student can move up to Tier 3, which offers additional support. RtI teams meet monthly and are comprised of the School Leader, Assistant Principal, Instructional Coach and Teachers.

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

Beta's Multi-Tiered Student Support ("MTSS") 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 SEL and Special Education leadership. 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 Beta'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 MTSS framework will promote the support services needed for the targeted student to meet her/his 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.

### **Section A.6.2: Academically High Achieving Students**

Beta'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 Beta 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.
- Computer Science Enables Engagement: Computer Science 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>13</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 Beta will provide high achieving students with leadership opportunities, since our projects take place in teams in which members have a variety of roles.

<sup>13</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."

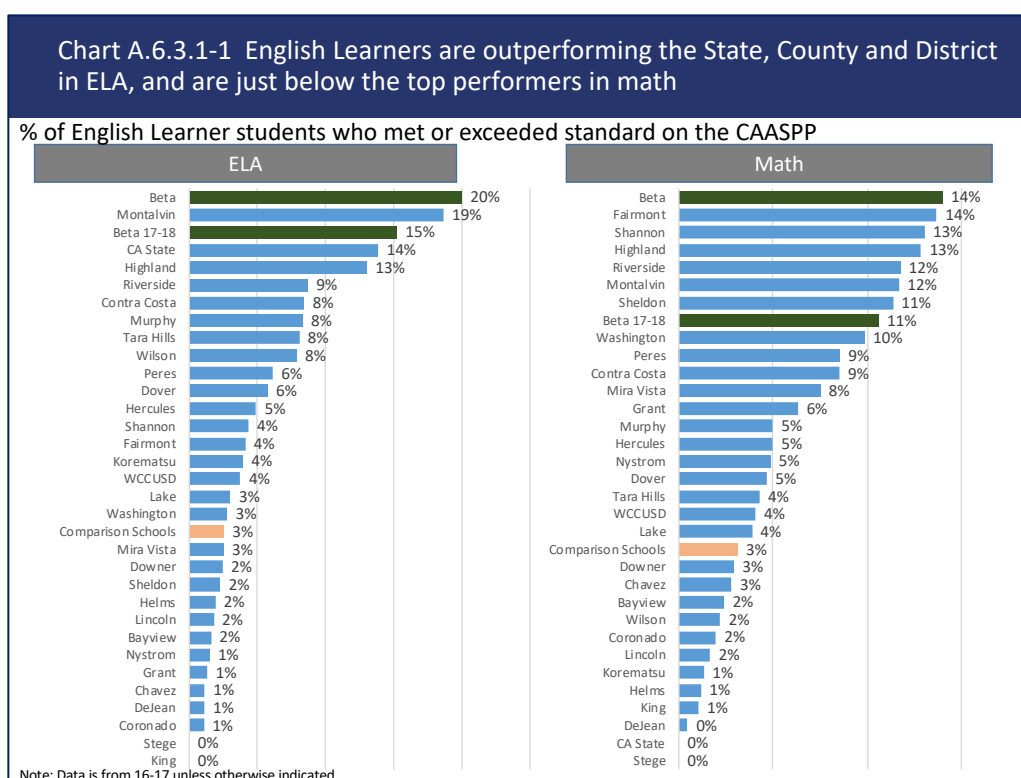


If a student is identified as academically high-achieving, parents are notified of the intervention their student has been enrolled in and receive progress updates in 6 week cycles.

### Section A.6.3: English Learners

Beta will meet all applicable legal requirements for English Learners, including long-term English Learners or English Learners at risk of becoming long-term English Learners, as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluating program effectiveness, and standardized testing requirements. Beta will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents, including monthly ELAC meetings.

#### Section A.6.3.1: EL Results



#### Section A.6.3.2: Home Language Survey

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

### ***Section A.6.3.3: English Language Proficiency Assessment***

All students who indicate that their home language is other than English will be tested with the English Language Proficiency Assessments for California (“ELPAC”). The ELPAC has four proficiency levels (Level 4: well developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

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

Both the ELPAC SA and IA are paper–pencil assessments administered in seven grade spans—K, 1, 2, 3–5, 6-8, 9-10, and 11-12. In kindergarten and grade 1, all domains are administered individually. In grades 2-12, the test is administered in groups, exclusive of speaking, which is administered individually.

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

Beta will notify all parents of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under Every Student Succeeds Act for annual English proficiency testing by identifying students who need English Learner support.

#### ***Section A.6.3.4: Reclassification Procedures***

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

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the ELPAC.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- Reclassification will occur annually, in the Spring. Administrators and teachers will evaluate ELPAC scores, SBAC and MAP scores as well as teacher recommendations to determine if a student is eligible to be reclassified.
- Students who are reclassified will continue to be monitored for four years after reclassification through the 6-week data cycle and through PLPs.

### ***Section A.6.3.5: Strategies for English Learner Instruction and Intervention:***

Academically, Beta will meet the needs of its EL 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, such as using non-verbal and context clues to provide meaning for instruction, pre-teaching background knowledge and key vocabulary, and increasing interaction for EL students while creating a classroom climate that allows students to be comfortable taking risks. A number of senior teachers are GLAD certified, and they lead professional development training for all teachers in these techniques. The Beta 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, and the most effective practices of SDAIE.

Doing What Works<sup>14</sup>, a website established by the Federal Department of Education, provides the following strategies proven to be highly effective in supporting EL students that Beta will implement as part of our instructional program across content areas:

- Screen and monitor progress: Corresponding with Beta 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 EL 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 EL 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 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, EL students must develop Cognitive Academic Language Proficiency (“CALP”)

<sup>14</sup> [http://dww.ed.gov/topic/?T\\_ID=13](http://dww.ed.gov/topic/?T_ID=13)

beyond the Basic Interpersonal Communication Skills ('BICS') of social language. CALP is not limited to the content area vocabulary specific to academic subject areas, rather a sophisticated use of language to carry out higher-order academic tasks critical to Beta's mission of preparing students to get to and through college and establish themselves as educated persons in the 21st Century.

In addition to these strategies, in order to make sure that all English Learners have the ability to meet these expectations, all teachers at Beta 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 EL 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 EL'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>15</sup>

As discussed previously, Beta's personalized model is especially beneficial for English Learners. In addition to targeted small-group and individualized interventions with educators, English Learners will have access to online intervention supports such as Lexia. If designated by an SST or IEP, they will be supported through a pull-out session with the Special Education staff, and/or after school 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 evaluated frequently through formal and informal assessments with progress tracked by classroom teachers and discussed with staff at collaboration opportunities including: weekly grade level meetings, PLC meetings, and data meetings, all ensuring our ELL students' progress is frequently monitored and assessed for differentiation and additional support services.

#### ***Section A.6.3.6: Monitoring and Evaluation of Program Effectiveness:***

The evaluation for the program effectiveness for ELs at Beta will include:

- Achieving the Measurable Student Outcomes for EL students:

<sup>15</sup> <http://www.keyknox.com/esl/PDF/Best%20Practices%20for%20teaching%20the%20ELL%20student.pdf>

- EL students will make the same or greater annual progress as all other students enrolled at Beta
- 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.

Pursuant to Every Student Succeeds Act, English Learner pupils, who are reclassified as fluent English proficient, will be monitored for a minimum of four years to ensure correct classification, placement, and additional academic support, as needed (20 United States Code Section [U.S.C.] 6841[a][4][5] and 5 CCR Section 11304). All teachers will be notified annually of all English Learners in their classrooms, including reclassified fluent English proficient students. Teachers will monitor student progress through frequent data reviews and will access our Multi-Tiered System of Support if any academic or language development concerns are identified. Additionally, the school leadership team will review the progress of all English Learners and reclassified fluent English proficient students at least once a year to inform programmatic changes to provide greater supports for this group of students. The Charter School will prepare a report on the number and percentage of English learners who exit the language instruction educational programs based on their attainment of English language proficiency, and the number and percentage of English learners meeting challenging State academic standards for each of the 4 years after such children are reclassified fluent English proficient, in the aggregate and disaggregated, at a minimum, by English learners with a disability.

## **Section A.6.4: Special Education Students**

### ***Section A.6.4.1: Meeting the Needs of Special Education Students:***

Beta 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 credentials and experience to oversee and implement our program. We 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. Our Special Education population was 10.5% in 2017-

18; 10.7% of all K-8 students attending West Contra Costa schools were classified as Special Education students as of 2016-17.<sup>16</sup>

Our Special Education Program Specialist will be responsible for overseeing IEPs, 504s, and the IEP process, and implementing or coordinating the service needs for special education students. Beta will hire Education Specialist Teachers (“ESP”) by the demand of the service minutes on the students IEPs. Group instruction will not exceed a ratio of 10 students per group to one teacher for Mild/Moderate and five students per group to one teacher for Moderate to Severe. In addition, the Charter School will also hire Special Education Aides as necessary to support students requiring one-to-one services, as well as to ensure the above referenced ratios. Beta will employ a full-time Speech Pathologist (and supplement if necessary with online speech therapy with qualified Speech Pathologists) as well as Mental Health providers to meet IEP compliance and service minutes for students in special education and the tiered interventions. Beta provides specialized academic instruction, intensive individual, language and speech services, adapted physical education, health and nursing, assistive technology services, occupational therapy, physical therapy, individual counseling, counseling and guidance, social work services, behavior intervention, specialized services for low-incidence disabilities, interpreter services, audiological services, specialized vision services, orientation and mobility, and Braille transcription.

We 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 is for students to be with their peers to gain educational benefit in order to be successful in their educational career. 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. Accommodations will include adjustments to instructional structures and delivery methods while ensuring students achieve competency in the same skills and content. Beta occasionally onboards students with significant IEP needs that cannot be met with our core program. While we remain committed to an inclusion model, if a student arrives at Beta with previous experience in SDC placements or with 1:1 minutes that exceed two hours per day, it may be necessary to provide an interim space that focuses on skill development and academic remediation to support their eventual transition to the mainstream. The structure of this class and students’ individual schedules therein are designed by the Special Education team and are reassessed on the same timeline as the MTSS cycle. Students in this cohort, Flight Rising, experience a variety of small group intervention, 1:1 support, leveled software

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

practice, and mainstream class time throughout a typical day. Those students requiring life skill training, per their IEP, are additionally assigned to the Flight Rising advisory cohort where life skills are embedded into the core advisory curriculum. This structure currently serves 12 students.

As described previously (see the introduction to the section on Special Populations), Beta's personalized learning will ensure that each student is progressing toward 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 or when student need is identified: 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 MTSS system as our Rtl Framework: Ensuring that students who are struggling are a) identified early and given fast but moderate intervention – Tier 1 b) monitored for progress and c) either given more intense intervention – Tiers 2 and 3 or d) removed from intervention, if progress is observed and the support is no longer needed. In addition, classroom instruction itself 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. Beta'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.
- Level of support: Increasing the amount of individualized assistance the student receives during a given task.
- Participation: For students whose disabilities are intertwined with self-esteem issues, allowing for less public forms of participation in order to prevent the student from shutting down to learning

#### ***Section A.6.4.2: SELPA Membership***

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 Education Improvement Act (“IDEA”). In addition, the Charter School shall comply with any other civil rights enforced by the U.S. Department of Education Office for Civil Rights (“OCR”) as well as applicable County and Special Education Local Plan Area (“SELPA”) guidelines.

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

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

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

The Charter School may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and

availability. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

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

#### ***Section A.6.4.3: 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. A student who has a physical or mental impairment that substantially limits one or more major life activities, has a record of such an impairment, or is regarded as having such an impairment, is eligible for protections under Section 504.

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

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and 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 selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results

accurately reflect the student's aptitude or achievement level, or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

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

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

See Appendix A-4 Caliber Schools Policy Manual (Section 504 Policy and Process)

#### ***Section A.6.4.4: Services for Students under the IDEA:***

The Charter School is a member of the EDCOE SELPA. The Charter School provides special education instruction and related services in accordance with the IDEA, 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 and students that have undergone disciplinary actions deemed appropriate by school leaders as per the Education Code.
- 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 with 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 can be referred through the MTSS where tiered six-week intervention cycles have been provided and data collection shows there has not been significant progress made from those interventions to help support the student reach their educational benefit. A pupil can also be referred by a parent.

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 accommodations and modifications and services in the general education environment in accordance with each student's IEP.
- Individualized Education Program – The Charter School will assure that an IEP is developed, reviewed and revised for each eligible student under the IDEA.
- IEP Meetings – The Charter School shall arrange and provide notice for 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 IDEA; 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 IDEA, a speech therapist, psychologist, education specialist, and behavior specialist; and shall document the IEP meeting and provide of notice of parental rights.

- IEP Development – 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, as frequently as progress reports are provided for the Charter School’s non-special education students.

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 IDEA, 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 IDEA, 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 ensure that the confidentiality of identifiable data shall be protected at the collection, storage, disclosure and destruction stages. In addition, students and their parents shall be provided with written procedural safeguards throughout the identification evaluation and placement process and provisions for a free appropriate public education. The full Notice of Procedural Safeguards provided to parents at every IEP team meeting is attached as Appendix 5

- 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 IDEA. Professional development opportunities will include annual special education compliance trainings as well as weekly 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 education specialists.

The Charter School shall assure that all special education staff hired or contracted by the Charter School are 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 IDEA or Section 504 are included in State assessment programs with appropriate accommodations and modifications when necessary and appropriate. These assessments include, but are not limited to, the CAASPP and the CAST.
- 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.

- Identification and Referral – 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 shall implement SELPA policies and procedures to ensure timely identification and referral of students who have, or may have, such exceptional needs. A pupil shall be referred for special education only after the resources of the regular education program have been considered, and where appropriate, utilized.

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

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

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

For students transferring to the Charter School with an IEP from outside of California during the same academic year, the Charter School shall provide the pupil with a free appropriate public education, including services comparable to those described in the previously approved IEP in consultation with the parents, until the Charter School conducts an assessment pursuant to paragraph (1) of subsection (a) of Section 1414 of Title 20 of the United States Code, if determined



to be necessary by the Charter School, and develops a new IEP, if appropriate, that is consistent with federal and state law.

- 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. The Charter School shall consult with the parent/guardian and the SELPA in this selection and oversight.
- Non-discrimination – It is understood and agreed that all children will 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 – The Charter School's understanding 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, 504, and/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.

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.

## **Section A.7: Our Staffing Plan**

### **Section A.7.1: A Collaborative Professional Teaching and Learning Environment**

Beta will recruit outstanding, committed teachers, who have demonstrated leadership qualities in prior roles, or expertise in their content areas, preferably experience working with students from underserved communities, and who believe that all children can achieve at high levels. Much is expected of Beta 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, Beta teachers will be treated as professionals. They will be supported in their professional growth with time for planning and collaboration, stipends for external professional development, and resources for improving instruction. 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 Beta 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.

### **Section A.7.2: Professional Development:**

At Beta, 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.

One strand of our professional development has focused on culturally relevant pedagogy and critically analyzing the sources, texts, and voices we welcome into the classroom space. This practice strives to elevate our collective consciousness in service of students seeing themselves in the classroom. Teachers make strategic choices about the authors they showcase and the historical perspectives that are presented such that students can critically engage in dialogue about race, privilege and power in our society both now and throughout history.

During the school year, staff development will continue through professional development days, whole staff meetings, and professional learning community and grade level team meetings. A primary focus 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 observations and coaching, 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 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.

<b>Table A.7.2-1: Beta Professional Development Activities</b>	
<b>Area of Professional Development</b>	<b>Professional Development Activities</b>
<b>Introduction to Beta Culture</b>	Pre-year orientation week; each weekly staff meeting
<b>Special Populations</b>	Special Education training during orientation; special education study group; GLAD training for English Learners; Rtl training during orientation; Rtl study group; opportunities to attend off-campus professional development on special populations (ELs, 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 Friday 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 Friday planning session; “data days” (or half-days) to review student data in teams; data focus for teacher feedback meetings.
<b>SEL and Restorative Justice</b>	Monthly teacher training on Advisory structures and curriculum, SEL strategies, circle curriculum and circle facilitation. Focus on teaching for equity and how our individual biases and experiences impact how we show up for kids. These conversations are anchored in research, article studies, circles, and diad shares.
<b>General Support and Development</b>	Setting teaching expectations for all teachers during orientation; bi-weekly observations with quick feedback.

### **Section A.7.3: Targeted Professional Development for working with English Learners:**

A number of senior teachers delivering instruction in core content areas and instructional coaches hold, or are in the process of obtaining, a Guided Language and Academic Development (GLAD) Certificate. They have led PD for all teachers in GLAD methodology. The Beta 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.

#### **Section A.7.4: Instructional Leadership and Support:**

The primary role of the school leadership will be to support and develop teachers. They will provide real time feedback to coaches and/or 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 bi-weekly informal observation and one bi-weekly 30-minute coaching session. On Fridays, teachers will engage in more common planning in addition to structured professional development. Teachers will also attend two to three weeks of professional development each August, two data days tied to interim assessments and SBAC practice and other content trainings throughout the year.

The Education Team within the School Support Organization (SSO), which consists of the Chief Schools Officer, Head of Teaching & Learning, and the Head of Special Education, coaches and manages school leaders, assistant principals, instructional coaches, and program specialists creating a system of support and accountability in all aspects of school logistics through systems, best practices, and progress monitoring. This through line of responsibility ensures communication, feedback, and identifiable metrics.

#### **Section A.7.5: Charter School Goals and Actions to Achieve the Eight State Priorities**

Pursuant to Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B), a reasonably comprehensive description of the Charter School's annual goals, actions and outcomes, both schoolwide and for each subgroup of pupils, in the eight (8) state priorities identified as described in Education Code Section 5206(d), can be found in the Charter School's Local Control and Accountability Plan ("LCAP"), pursuant to regulations and templates adopted by the State Board of Education, attached as Appendix B-1. The Charter School reserves the right to establish additional, school-specific goals and corresponding assessments throughout the duration of the charter, without need for material revision.



## Element B: Measurable Student Outcomes

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

Beta has clearly defined schoolwide outcome goals in compliance with Education Code Sections 47605(b)(5)(B) and 52060(d). These goals are informed by and aligned with the eight state priorities and the ten state and local indicators that are published in the California School Dashboard. These goals and the metrics by which we will measure our progress towards achieving them are incorporated into the LCAP that Beta reviews, updates, approves, and publishes each year. While the specific targets that Beta is striving to achieve will vary slightly over time, it is our intention that the goals and expected annual outcomes will remain relatively consistent over the next five years. For purposes of measuring achievement of these goals, a numerically significant pupil subgroup will be defined as one that consists of at least 30 pupils each of whom has a valid test score.

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

### Section B.1: School Outcome Goals

Beta’s Outcome Goals are informed by the Eight State Priorities (listed below), goals and outcomes associated with the Local Control Funding Formula:

- |  |                           |
|--|---------------------------|
| 1. Basic Conditions of Learning                  | 5. Student Engagement     |
| 2. Implementation of Common Core State Standards | 6. School Climate         |
| 3. Parental Involvement                          | 7. Course Access          |
| 4. Student Achievement                           | 8. Other Student Outcomes |

The LCAP provides a reasonably comprehensive description of Beta’s goals, actions, and outcomes in the state priorities, schoolwide and for all numerically significant pupil subgroups, in accordance with Education Code Sections 47605(b)(5)(A)(ii) and 47605(b)(5)(B). Our LCAP is available in Appendix B-1.





## Element C: Assessment of Student and School Outcomes

### **Governing Law:**

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

Beta affirms that, to the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.

### **Section C.1: Assessments:**

Beta 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. Beta’s LCAP (which is attached in Appendix B-1) specifies the measures we will use to measure the outcomes of each our pupil outcomes in the LCAP.

In addition to the metrics and assessments identified in the LCAP, Beta uses other assessment tools to measure pupil progress in meeting outcomes in this charter.

- **State Summative Assessments:** Beta will administer the CAASPP, assessing grade level mastery (3-8) in ELA, Math, and Science (5th and 8th); the California Alternative Assessments (CAAs) in those same subjects as appropriate for Special Education students according to their IEPs and the ELPAC, by which students demonstrate progress towards English proficiency.
- **Diagnostic Assessments and Growth Measures:** Beta 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 Fountas & Pinell (“F&P”) test will be administered at the beginning of the year to assess the reading level of students in Grades K-5. To formally assess whether students are on track with their reading progress, we anticipate administering F&P two to three times annually for Grades 3-5 and three to four times annually for Grades K-2.
- **Interim Assessments:** Beta will provide interim assessments every six weeks to ensure students are progressing towards competency. The School Leaders and Assistant Principals, supported by the Education team in the SSO, will lead an annual process for creating and

revising interim assessments to ensure they are standards aligned and correlated to the CAASPP. 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 scores on the CAASPP, so that the results are strongly predictive of performance on the CAASPP.

- **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.

Below is an more detailed list of such assessment tools, the objectives they are intended to measure, the grade levels they are utilized for, and timelines that we expect to achieve.

Table C.1-1: Sample of Assessments Used to Measure Academic Progress at Beta			
Assessment	Objectives Measured	Grade(s)	Timeline
<b>English Language Arts</b>			
Formative Classroom Assessments	Measure competency against standards	K-8	Daily - weekly
Interim or Unit Assessments	Measure competency against standards	K-8	Every 6 weeks
Fountas & Pinnell (F&P) Assessment	Measure students' ability to decode and comprehend	K-2	Upon enrollment and each quarter and/or as needed
CAASPP	State Criterion-Based Assessment	3-8	Annually
MAP	National Norm-Referenced Test	K-8	3 times annually
<b>Mathematics</b>			
Formative Classroom Assessments	Measure competency against standards	K-8	Daily - weekly

<b>Mathematics (continued)</b>			
Interim or Unit Assessments	Measure competency against standards	K-8	Every 6 weeks
CAASPP	State Criterion-Based Assessment	3-8	Annually
MAP	National Norm-Referenced Test	K-8	3 times annually
<b>Science</b>			
Formative Classroom Assessments	Measure competency against standards	K-8	Daily - weekly
Interim Assessments	Measure competency against standards	K-8	Every 6 weeks
CAST	State Criterion-Based Assessment	5, 8	Annually
<b>Social Studies</b>			
Formative Classroom Assessments	Measure standards mastery	K-8	Daily - weekly
Interim Assessments	Measure standards mastery	K-8	Every 6 weeks
<b>English Learner Progress</b>			
MAP	National Norm-Referenced Test	K-8	3 times annually
ELPAC	Measure English language acquisition	K-8	Upon enrollment and annually thereafter
<b>Special Education</b>			
IEPs	Measure student progress	K-8	Annually

## **Section C.2: Use and Reporting of Data:**

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 Leaders will spend much of their time working with teachers to improve their use of data to inform how they are working with students.

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

Student progress towards skill competence will be documented in each student's personalized learning plan. We view parents as critical partners who must also have frequent access to student data. Parents will be invited to parent-teacher conferences and to school assemblies where they will have the opportunity to view student work. Families who are unable to visit the Charter School will be invited to participate in telephone conferences. 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 afterschool hours.

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

## Element D: Governance Structure

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

The Charter School will operate autonomously from the County, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the County and the Charter School. Pursuant to California Education Code Section 47604(c), the County 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 County has complied with all oversight responsibilities required by law.

Beta, the Caliber 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 County's policies and regulations regarding ethics and conflicts of interest.

Caliber is solely responsible for the debts and obligations of Beta.

### Section D.1: Legal Structure

Beta will be a directly funded independent charter school and will be operated by Caliber Schools, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter. It is the responsibility of Caliber Schools to be accountable to the State of California and CCCBOE for the governance and operations of Beta. Caliber Schools exists to ensure that Beta adheres to this charter, and that the Charter School has the resources and support necessary to be successful. The Board of Caliber Schools will govern Beta.

Caliber Schools is a duly constituted California Nonprofit Public Benefit Corporation, and is governed in accordance with applicable California Corporations law. Please refer to Appendix D-1, D-2, D-3, and D-4 for the organizational documents of Caliber Schools, including articles of incorporation, bylaws, conflict of interest code, and IRS confirmation of Caliber Schools' 501(c)(3) tax-exempt status.

## **Section D.2: Board of Directors**

Caliber Schools is governed by a corporate Board of Directors (the “Board”). 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’ Board of Directors shall hold public meetings in accordance with the Ralph M. Brown Act. 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 County Board to serve on the Board of Directors, should the County choose to appoint one. The County representative will help to facilitate communication and mutual understanding between Caliber Schools and the County.

Caliber Schools’ current Board has eight members, including one parent representative. In accordance with the Caliber Schools bylaws, the Board consists of at least three directors and shall not exceed thirteen directors. Caliber Schools will seek to have a range of seven to thirteen directors. This number allows for sufficient expertise and the establishment 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 unless an exception is approved by a two-thirds vote of the Board.

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

Our current Board is comprised of eight individuals with significant experience in charter school management, school administration, school finance and/or fundraising. See Appendix D-5 for bios

of the current board members. New directors will be recruited and nominated by the governance committee as described below.

<b>Table D.2-1: Caliber School Board Members</b>		
<b>Member</b>	<b>Position</b>	<b>Term Expiration Date</b>
Dr. Jose Lopez	Chairman	2021
Ron Beller	Secretary	2020
Jonathan Mariner	Treasurer/CFO	2020
Jennifer Moses	CEO	2021
Robin DeGracia	Parent Representative	2020
Anthony Adams		2021
Pete Briger		2019
Margaret Harris, Ed.D.		2020

### **Section D.3: 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 Leaders of Beta and other schools operated by Caliber Schools. The Board is empowered to:

- 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.
- Ensure that Beta adheres to the goals outlined in this charter, as well as state and federal guidelines and other Caliber Schools policies.
- Hold the School Leaders of Beta accountable for the academic and fiscal performance of the Charter School.
- Provide support to Beta for additional fundraising, marketing and other services as needs arise.
- Advocate on behalf of Beta by working to establish partnerships with community organizations, institutions of higher learning, and foundations and corporate entities that support public education.

- Enhance the organization's public standing.
- Ensure fiscal, legal and ethical integrity and maintain accountability.
- Hire, supervise, and review the Chief Executive Officer.
- 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 and online at [www.CaliberSchools.org](http://www.CaliberSchools.org). 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 Political Reform Act.

Caliber Schools has adopted a Conflict of Interest Code, included in Appendix D-3, which complies with the Political Reform Act and Corporations Code conflict of interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations. As required, the Conflict of Interest Code is submitted to the FPPC for approval (because Caliber Schools operates charter schools in more than one county in California). Caliber Schools will retain its own legal counsel when necessary and will purchase and maintain, as necessary, general liability, officers and directors, property, workers compensation, and unemployment insurance policies.

Caliber 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 shall be provided with training on at least a bi-annual basis regarding their responsibilities with topics to include at a minimum Conflicts of Interest and the Brown Act.

## **Section D.4: Board Committees:**

The Board has appointed two standing committees and one ad-hoc committee with the following responsibilities:

- Academic Affairs Committee: Reviews academic performance and provides advice and support to the Education team of the School Support Organization (“SSO”) and School Leaders on academic matters;
- Finance and Audit Committee: Reviews budget proposals, periodic reports on expenses and revenues, the annual audit report, and tax filings, and provides advice and support to Caliber Schools’ finance and operations staff; and
- Governance Committee (ad hoc): 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. The Board will also appoint neutral and impartial administrative panels on an as needed basis consistent with the suspension and expulsion policies and Element J, below. All committees will adhere to the Brown Act, as applicable.

## **Section D.5: Parental Involvement:**

Beta 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 Charter School’s annual planning processes, Beta will involve parents as key stakeholders in the Charter School.

Parents and families of Beta students will have ongoing opportunities to communicate and engage with school leadership and the Board including via a parent representative who will sit on the Board. Additionally, all board meetings will be open meetings with opportunities for public participation and comment as called for in the Brown Act. Pursuant to the Brown Act, parents and community members will be provided notice of meeting times and locations so that they may attend and offer public comments to the Board, offer feedback about the Charter School, or make suggestions for board action on items being discussed by the Board.

In addition to the voice that parents and families will have through their representative on the Caliber Schools Board of Directors and their ability to participate in Board Meetings, the Charter

School will also maintain a number of formalized processes for additional parent and family input. These will include, but not be limited to, the following:

- **SSC** – The Charter School has an active SSC that meets regularly to plan, approve, and monitor implementation of various Federal programs.
- **ELAC** – The Charter School has an active ELAC that meets regularly to advise the SSC and school leadership on strategies and plans for the academic growth of English Learners.
- **LCAP Town Hall Meetings** – The Charter School holds a series of open meetings as part of its LCAP development and monitoring process. The focus of the meetings is ensuring that Beta families’ voices are actively incorporated into the Charter School’s annual LCAP update and goal-setting processes.
- **Parent Association** – The parent association was parent created and remains parent-led. In addition to its role organizing volunteering in classrooms and during various community events, it also takes on special projects around campus and puts on fundraisers for those projects.

Beta supports the following additional types of parent communication and involvement:

- Information sessions before and during the enrollment period
- Home visits for all students identified as Tier 2 or Tier 3 before or during the school year
- Family Orientation sessions following the enrollment period and the week before the first day of school for K and for incoming 6th graders during the 5th grade spring
- Family Commitment with each parent/guardian
- At least two teacher/family conferences each year
- Weekly newsletters to all families in English and Spanish

Beta will also 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 that is made publicly available through Board meeting materials that are posted on the Caliber Schools website.

## **Section D.6: Role of the CEO and Senior SSO Leadership:**

Caliber Schools currently operates two schools, Caliber: Beta Academy and Caliber: ChangeMakers Academy. In order to support school leadership in an efficient and effective manner, Caliber Schools has a central team, the School Support Organization (“SSO”). The SSO provides a range of services to Beta, including educational (e.g., coaching, curriculum development, assessment development, Special Education), financial (budget, audit, accounting), compliance, operations, data, technology, Human Resources, recruiting, strategy, fundraising and governance. Each charter school is assessed a network fee (currently 10% of LCFF revenue) to pay for those services. For a discussion of network fees and the budget, please see Appendix 6-1.

The SSO is led by Caliber Schools' CEO. The CEO is responsible for organizational strategy, fundraising, governance, managing the SSO, and overall performance and compliance. The SSO leadership also includes a Chief Schools Officer, who manages the charter school leaders at Beta Upper and Beta Lower, as well as overseeing all educational areas (including Special Education and SEL) and a Chief Operating Officer, who oversees operations, compliance, finance, facilities and technology.



# 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).*

Caliber shall ensure that all teachers and paraprofessionals will meet the requirements for employment of Education Code Section 47605(l) and the applicable provisions of ESSA.

## **Section E.1: 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 Beta's professional development days. Additionally, all staff must meet any additional guidelines and standards set by Beta and Caliber Schools. Among these, all Beta faculty will:

- Abide by federal, state, and local laws including, but not limited to, those regarding the confidentiality of student records.
- Maintain a professional relationship with all students and a high level of professional conduct.
- Refrain from the use of alcohol, tobacco or drugs or being under the influence of the same while on campus, at a Beta event, or performing Beta duties.
- Exemplify honor and integrity in the course of professional practice, particularly in the use of public funds and property.
- Fulfill the terms and obligations of the employee detailed in the Beta charter.
- File necessary reports of suspected child abuse.

## **Section E.2: Hiring Procedure**

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

Each applicant undergoes 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 Beta 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 Leaders are responsible for the final hiring decision.

All applicants for employment 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 tuberculosis risk assessment and, if necessary, examination.

## **Section E.3: Compensation**

Teachers are the core element of Beta's success. It is therefore essential that teachers are supported, developed, and well compensated. Beta will offer competitive salaries: compensation is determined based on teaching experience and years accrued at Caliber Schools (additional increases for every additional year at Caliber Schools). Teachers may also receive stipends for leadership roles or curriculum development roles. In addition, all teachers and other staff will receive a stipend to spend on external professional development opportunities.

It is Caliber Schools' 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 presented by Beta to the employee. Standards of professional conduct will be clearly explained in the Employee Handbook. Please see Appendix E-1 for the Caliber Schools Employee Handbook for 2018-19.

## **Section E.4: Staff Roles, Responsibilities, and Qualifications**

### **Section E.4.1: School Leaders**

The School Leaders of Beta Upper and Beta Lower shall meet, at a minimum, the following qualifications:

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

School Leaders coordinate all campus level planning and decision making that involves Beta's professional staff, parents, and community members. While serving as general manager of their entire schools, the School Leaders' primary role is to serve as instructional leaders of Beta Upper and Beta Lower. S/he spends significant time in classrooms supporting and mentoring coaches and teachers. As described below, Beta's staffing model ensures that the School Leaders have sufficient operational support on campus to enable them to focus on instructional leadership.

## **Section E.4.2: Teachers:**

The Charter School shall ensure that teachers in the Charter School, including Educational Specialist Teachers, 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. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. (Education Code Section 47605(l))

Certificated teachers will be responsible for overseeing student academic progress and for monitoring grading and matriculation decisions as specified in Beta's operational policies. Beta will maintain a current copy of teacher certificates on file and ready for inspection. The Head of Human Resources will monitor the credentials and ensure that the necessary documentation is on file. Beta may also employ or retain non-certificated instructional support staff at Beta in cases where an individual has an appropriate mix of subject matter expertise, professional experience, and the demonstrated capacity to work successfully in Beta'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).

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

## **Section E.4.4: Other Key Roles at Beta**

Other Key roles at Beta will include:

- **Assistant Principals**, who shall meet, at a minimum, the following qualifications:
  - a Bachelor's Degree (graduate degree preferred);
  - three years' experience working in an instructional capacity at a public or private school; and
  - a dedication to the Beta instruction model and philosophy.

- **Instructional Coaches**, who shall meet, at a minimum, the following qualifications:
  - a Bachelor's Degree (graduate degree preferred);
  - three years' experience working in an instructional capacity at a public or private school; and
  - a dedication to the Beta instruction model and philosophy.
- **Social and Emotional Program Lead**, who **shall** meet, at a minimum, the following qualifications:
  - a Bachelor's Degree (graduate degree preferred);
  - credential or substantial experience in the areas of social work, counseling, psychology or behavioral support working with K-8 age children; and
  - a dedication to the Beta instruction model and philosophy.
- **Operations Lead**, who shall meet, at a minimum, the following qualifications:
  - a Bachelor's Degree;
  - prior work or volunteer experience in an educational environment;
  - demonstrated experience working in a supervisory role; and
  - a dedication to the Beta instruction model and philosophy.

#### Section E.4.5: Other Staff at Beta

Other staff at Beta will include:

- **Instructional Assistants**, who support classroom instruction and intervention and shall meet, at a minimum, the following qualifications:
  - a high school diploma; and
  - a dedication to the Beta instruction model and philosophy.
- **Operations Staff**, who provide front office, food service, facility, and/or technology support shall meet, at a minimum, the following qualifications:
  - Appropriate experience in their designated roles;
  - Knowledge of the regulatory and compliance requirements for fulfilling their roles in a public education environment; and
  - A dedication to the Beta instruction model and philosophy.

#### Section E.4.6: Key SSO Roles Supporting Beta:

Key Caliber Schools SSO roles that support Beta include:

- **Chief Executive Officer.** The Chief Executive Officer shall meet, at a minimum, the following qualifications:
  - A Bachelor's Degree (graduate degree preferred);
  - Leadership experience working in K-12 education;



- Demonstrated experience in fundraising, non-profit board and governance issues, management in settings requiring regulatory and compliance requirements; and
- A dedication to the Caliber Schools instruction model and philosophy.
- **Chief Schools Officer.** The Chief Schools Officer shall meet, at a minimum, the following qualifications:
  - A Bachelor's Degree (graduate degree preferred);
  - 3-5 years of relevant school leadership and instructional coaching experience;
  - Leadership experience working in K-12 education; and
  - A dedication to the Caliber Schools instruction model and philosophy.

## **Section E.5: Performance Evaluation**

All Beta 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 Beta. Staff evaluations will be based on the degree to which goals and objectives have been achieved. In addition, Beta uses a rubric of excellence that is previewed with staff at the beginning of the year and that staff are rated on during the evaluation process. 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. are put on an Improvement Plan with admin and their coach in order to make progress towards specific performance goals. At the end of this improvement plan period, staff may be terminated if they are still not reaching performance goals.



## Element F: Health and Safety Procedures

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

In order to provide safety for all students and staff, Beta has adopted and implemented full health and safety procedures and risk management policies at our school site in consultation with insurance carriers and risk management experts. These policies are included in the following documents:

- Caliber: Beta Academy Family Handbook
- Caliber: Beta Academy Comprehensive School Safety Plan
- Caliber Schools Employee Handbook

Copies of these documents are attached as appendices F1, F2 and E1. These documents will be annually updated and reviewed and will be distributed to all staff and families.

Following is a summary of the health and safety policies of the Charter School.

### Section F.1: Criminal Record Summaries

Beta 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 Beta furnish the Charter School with a criminal record summary as required by Education Code Sections 44237 and 45125.1.

#### Section F.1.1: Procedures for Background Checks:

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. Applicants for employment must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Charter School shall not hire any person, in either a certificated or classified position, who has been convicted of a violent or serious felony except as otherwise provided by law, pursuant to Education Code Sections 44830.1 and 45122.1. Caliber Schools Human Resources department staff will monitor compliance with this policy. This will include the monitoring of the fingerprinting and background clearance of the School Leaders. Volunteers who will interact with students outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

### **Section F.1.2: Role of Staff as Mandated Child Abuse Reporters:**

All Beta employees will be mandated child abuse reporters and will follow all applicable reporting laws. Caliber Schools shall provide mandated reporter training to all employees annually in accordance with Education Code Section 44691.

### **Section F.2: Facility Safety**

Beta shall 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. Beta agrees to coordinate with WCCUSD to ensure that any sprinkler systems, fire extinguishers, and fire alarms are tested annually at facilities leased from the District to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with WCCUSD.

### **Section F.3: Health and Safety Procedures**

#### **Section F.3.1: Tuberculosis Risk Assessment and Examination**

Beta faculty, staff and volunteers will be assessed and examined (if necessary) for tuberculosis prior to commencing employment and working with students, and for employees at least once each four years thereafter, as required by Education Code Section 49406.

#### **Section F.3.2: Immunizations:**

All enrolled students will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 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.

#### **Section F.3.3: Medication in School:**

Beta will adhere to Education Code Section 49423 regarding administration of medication in school. The Charter School will adhere to Education Code Section 49414 regarding epinephrine auto-injectors and training for staff members.

#### **Section F.3.4: Vision, Hearing, Scoliosis:**

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

#### **Section F.3.5: 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 methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

#### **Section F.3.6: Suicide Prevention Policy:**

The Charter School shall maintain a policy on student suicide prevention in accordance with Education Code Section 215.

#### **Section F.3.7: Feminine Hygiene Products:**

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

#### **Section F.3.8: Food Service and Other Auxiliary Services Safety:**

Beta currently contracts with an outside vendor for its food service needs and expects to continue doing so throughout the term of this charter. Beta has been and will be responsible and accountable for filing all documents necessary for operating the food service program, as well as for reimbursements under federal and state meal programs. Beta will ensure that its auxiliary services such as food services, transportation, and custodial services are safe and free from hazardous materials.

## **Section F.4: Emergency Preparedness**

The Beta Safety Plan will include, but not be limited to, the following responses: fire, flood, earthquake, terrorist threats, gang activity, and hostage situations. All Beta staff will be trained on emergency preparedness procedures.

### **Section F.4.1: CPR Training**

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

### **Section F.4.2: Bloodborne Pathogens:**

Beta shall meet state and federal standards for dealing with bloodborne pathogens and other potentially infectious materials in the workplace. The Beta Board will establish a written infectious control plan designed to protect employees and students from possible infection due to contact with bloodborne 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.

### **Section F.4.3: Drug Free/Alcohol Free/Smoke Free Environment:**

Beta shall function as a drug-, alcohol- and tobacco-free workplace.

### **Section F.4.4: Comprehensive Sexual Harassment Policies and Procedures:**

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

## 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).*

### Section G.1: Outreach Languages

In addition to providing promotional materials in both English and Spanish, Beta will facilitate presentations and individual interactions with families in other languages as appropriate.

### Section G.2: Achieving Racial and Ethnic Balance:

Beta's current enrollment reflects the demographics of the District and surrounding communities. We will continue to monitor the ethnic and racial balance of students enrolled in the Charter School. In addition, Beta will:

- 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.
- Continue to work with different parent groups reflecting our racial and ethnic populations.





## Element H: Admission Policies and Procedures

**Governing Law:** *Admission policies and procedures, consistent with [Education Code Section 47605] subdivision (d). —California Education Code Section 47605(b)(5)(H).*

Beta is a free public school that is open to all residents of the State of California and is nonsectarian in its programs, admission policies, and all other operations. The Charter School does not discriminate on the basis of any of the characteristics listed in Education Code Section 220.

Beta shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. Beta 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. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

Formal recruitment of incoming students begins in or after August of each calendar year for the following school year, beginning with Beta advertising the open enrollment period. The recruitment process continues through the winter and into spring. During this period, any student who expresses his/her interest in admission will do so by completing an application.

### **Section H.1: Public Random Drawing:**

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 spots are available. In the event that this happens, Beta 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.

## **Section H.2: Enrollment preferences in the case of a public random drawing shall be as follows:**

1. Siblings of students admitted to or attending Caliber
2. Children of Caliber teachers and staff
3. Residents of the District
4. All other applicants

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 waitlist carry over to the following school year.

Public random drawing rules, deadlines, dates and times for the random drawing will be communicated in the enrollment application and on the Charter School's website. Public notice for the date and time of the public drawing will also be posted once the application deadline has passed. The Charter School will also inform all applicants and interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date. The public random drawing will be selected for a date and time such that interested parties will be able to attend. The Charter School will seek a location for the public random drawing either in or near the location of the school facility and in a space large enough to ensure all interested parties may observe the public random drawing.

## **Section H.3: After admission, students will be required to submit a registration packet which shall include the following:**

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

## Element I: Financial Audit

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

An annual independent financial audit of the books and records of Beta will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures. This audit will be conducted in accordance with the applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Board of Directors will annually select an independent auditor. 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.

The annual audit will be completed and will be forwarded to the County Superintendent of Schools, the State Controller, and to the California Department of Education by the 15th of December of each year.

The Board of Directors will review any audit exceptions or deficiencies and work with staff to ensure that they will be resolved. The Board will report its actions to the County. Any disagreement by the County 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 Beta 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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:*

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

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

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

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

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

Beta has established 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 as part of the Family Handbook, and students will be taught the elements of the plan.

See Appendix F-1 for the Family Handbook.

## **Section J.1: Suspension and Expulsion Policies:**

### **Introduction**

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

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

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

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

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

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

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

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

A. **Grounds for Suspension and Expulsion of Students**

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

B. **Enumerated Offenses**

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



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

212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
  - u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
- 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
- a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - c) Causing a reasonable student to experience substantial interference with his or her academic performance.
  - d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities or privileges provided by Caliber Schools.

- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer or pager, of a communication, including, but not limited to, any of the following:
- a) A message, text, sound, video or image.
  - b) A post on a social network Internet Web site including, but not limited to:
    - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - d) An act of cyber sexual bullying.
    - i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

- c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
  - v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
  - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.
- 2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the student:
  - a) Possessed, sold, or otherwise furnished any firearm, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee's concurrence.
- 3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.
  - c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
  - d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any

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

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm (i.e. a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm).
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or

body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

- 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
  - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
  - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
  - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
  - i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.

- i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- 4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
  - a) Possessed, sold or otherwise furnished any firearm, explosive or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certified school employee, with the Executive Director or designee’s concurrence.

If it is determined by the Administrative Panel and/or Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or to have possessed a firearm or dangerous device on campus, the student



shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

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

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

**2. Notice to Parents/Guardians**

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

**3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

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

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

D. **Authority to Expel**

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

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

E. **Expulsion Procedures**

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

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

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

1. The date and place of the expulsion hearing
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
3. A copy of Caliber Schools' disciplinary rules which relate to the alleged violation

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor
6. The right to inspect and obtain copies of all documents to be used at the hearing
7. The opportunity to confront and question all witnesses who testify at the hearing
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

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

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

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

3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, Caliber Schools must present evidence that the witness' presence is both desired by the witness and will be helpful to Caliber Schools. The entity presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may

include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. **Record of Hearing**

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

H. **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

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

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

I. **Written Notice to Expel**

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

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

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

This notice shall include the following:

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

J. **Disciplinary Records**

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

K. **No Right to Appeal**

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

L. **Expelled Students/Alternative Education**

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

M. **Rehabilitation Plans**

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

N. **Readmission**

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

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

1. **Notification of SELPA**

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



## **2. Services During Suspension**

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

## **3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

- a) Conduct a functional behavioral assessment, and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;

- b) If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c) Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

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

#### **4. Due Process Appeals**

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

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

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement

of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

## **5. Special Circumstances**

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

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

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

## **6. Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## **7. Procedures for Students Not Yet Eligible for Special Education Services**

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

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

- I. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Caliber Schools supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- II. The parent has requested an evaluation of the child.
- III. The child's teacher, or other Caliber Schools personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Caliber Schools supervisory personnel.

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

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

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

## Element K: 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. —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 and unemployment insurance. Caliber Schools shall inform all applicants for positions within the Charter School about their retirement options and transferability, or lack thereof, of retirement programs in which they currently participate. The Chief Operating Officer or designated staff of Caliber Schools shall be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

Employees will have the option of participating in a 401(k) retirement savings plan sponsored by Caliber Schools. Currently, Caliber Schools makes 401(k) contributions on behalf of all employees in an amount equal to 3% of each employee's annual compensation. Such contributions are made regardless of whether the employee elects to make contributions on their own behalf. The Caliber Schools contributions vest after an employee has been with the organization for three (3) years.

The foregoing contribution rates and formulas may change during the term of the charter. Caliber Schools will routinely review potential retirement options for its faculty and staff, and will provide the most valuable and convenient options to its employees that the organization can sustain.



## Element L: Public School Attendance Alternatives

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

No student shall be required to attend Beta. The parent or guardian of each pupil enrolled in the Charter School shall be informed on admissions forms that the pupils have no right to admission to a particular school of any local education agency (or program of any local education agency) as a consequence of enrollment in Beta, except to the extent that such right is extended by the local education agency. A student who chooses not to attend Beta may attend either a local public school to which s/he is assigned or chooses. In addition, s/he can pursue an inter- or intra-district transfer in accordance with existing enrollment and transfer policies of his or her school district of residence.





## Element M: Description of Employee Rights

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

No public school district or County employee shall be required to work at Beta.

All employees of Beta will be considered the exclusive employees of Caliber Schools and not of the District or the County, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at WCCUSD, the County 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 Charter School.

Employees of WCCUSD or the County who leave their positions to work at Beta will have no automatic rights of return to WCCUSD or the County after employment by the Charter School unless specifically granted by that agency through a leave of absence or other agreement. Beta's employees shall have any right upon leaving WCCUSD or the County to work in the Charter School that WCCUSD or the County may specify, any rights of return to employment in a school district after employment at Beta that WCCUSD or the County may specify, and any other rights upon leaving employment to work in Beta that WCCUSD or the County determines to be reasonable and not in conflict with any law.



## 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. —Education Code Section 47605(b)(5)(N).*

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

Beta will provide the County a copy of its Uniform Complaint Policy and Procedures.

### Section N.1: Disputes between Caliber Schools or Beta and the County

Beta and CCCOE will be encouraged to attempt to resolve any disputes amicably and reasonably without resorting to formal procedures. Beta acknowledges the County's ongoing right to inspect or observe the Charter School under Education Code Section 47607(a), *et seq.*, and such inspection and observation is not subject to this dispute resolution mechanism.

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

The School Leaders of Beta, the leadership of Caliber Schools, and the County Superintendent of Schools, or their respective designees, shall informally meet and confer in a timely fashion to attempt to resolve the dispute, not later than five business days from receipt of the dispute statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two Board members from their respective boards who shall jointly meet with the Superintendent, the School Leaders of Beta, 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 Leaders 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 (60) business days of receipt of the dispute statement. The costs of the mediator shall be split equally between CCCOE and Beta. 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 CCCOE and Caliber Schools.

## **Section N.2: Internal Disputes:**

The Charter School shall have an internal dispute resolution process to be used for all internal disputes related to the Charter School's operations. The Charter School shall also maintain a Uniform Complaint Policy and Procedures as required by state law. Parents, students, Board members, volunteers and staff at the Charter School shall be provided with a copy of the Charter School's policies and internal dispute resolution process. The County shall promptly refer all disputes not related to a possible violation of the charter or law to the Charter School.

## Element O: Closure of the Charter School

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

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

### **In the event of closure, the following steps shall be implemented:**

1. Written notification to parents/guardians/caregivers of the enrolled students of Beta will be issued by the Charter 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 County within the same timeframe.
  - a. The written notification will also include information to assist parents and students in locating, and 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 County procedures for students moving from one school to another.
  - c. Parents will also be provided with student information that includes the 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 the Closure Action.
4. Written notification to the County Office of Education, California Department of Education, the SELPA, the 401(k) plan administrator, and the federal social security system of the Closure Action shall be made by Caliber Schools by registered mail within 72 hours of the 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 the County 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 CCCOE to store original records of Beta students. All student records of Beta shall be transferred to CCCOE upon closure. If CCCOE will not or cannot store the records, Beta shall work with CCCOE 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 Charter School will be paid for by Caliber Schools to determine the disposition of all assets and liabilities of Beta, 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 Beta. The assets of Beta shall first be prioritized towards paying any debts of Beta including any overpayment or over apportionment of state funding, and any and all fees or sums owed to WCCUSD or CCCOE. 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 CCCOE 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 Beta will be the responsibility of Caliber Schools and not CCCOE. Caliber Schools understands and acknowledges that it will cover the outstanding debts or liabilities of Beta. 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 or CCCOE property that is used by Beta remains property of that respective agency, is not an asset of Beta, and must be returned to that agency when Beta 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 Charter School and student transfers.

12. The Caliber Schools Board shall adopt a plan for wind up of the Charter School and, if necessary, 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 Appendix [BO], the Charter School will utilize the reserve fund to undertake any expenses associated with the closure procedures identified above.





## Section 6: Business Operations:

### Section 6.1: Budgets:

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

Beta will ensure that it operates using a sound financial model. The three-year budget, cash flow and assumptions can be found in Appendix 6-2. These documents are based upon the best data available to the petitioners at this time.

The budget demonstrates that when the Charter School is fully enrolled with 864 students, it expects to be sustainable on public funding.

### Section 6.2: Financial Reporting:

Beta has drafted a complete set of fiscal control policies and procedures (Appendix 6-3) for the Charter School's operation. Beta shall comply with all financial reporting requirements of Education Code Section 47604.33 and shall comply fully with Education Code Section 47604.3.

### Section 6.3: Insurance:

Beta will maintain general liability, workers compensation and other necessary insurance of the types and in the amounts required for an enterprise of its size and nature for the operation of the Charter School. Upon request, the Charter School will name the County as an additional insured and provide evidence of the above insurance coverage to the County. Insurance coverage amounts will be based on recommendations provided by the County and the Charter School's insurer.

### Section 6.4: Administrative Services:

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

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

The County may charge for the actual costs of supervisory oversight of Beta not to exceed 1% of the Charter School's revenue. Notwithstanding the foregoing, the County may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. For purposes of this charter, "revenue of the charter school" is defined as the amount received in the current fiscal year from the local control funding formula calculated pursuant to Education Code Section 42238.02, as implemented by Education Code Section 42238.03. Subject to availability, Beta may request CCCOE services on a pay-for-service basis as agreed in a separate memorandum of understanding with the County.

The Charter School reports daily attendance requirements to the County in a format acceptable to the County and state. Required reports regarding daily attendance are completed and submitted to requesting agencies.

Beta will receive business back office services from Caliber Schools finance, accounting, HR and technology personnel.

## **Section 6.5: 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. Education Code Section 47605(g).*

Beta currently occupies a temporary facility at 4301 Berk Avenue in Richmond, CA (the "Kennedy High School Annex") that is provided by WCCUSD under a Prop. 39 in-lieu facilities use agreement. The in-lieu agreement also contemplates a long-term partnership, whereby Caliber Schools would lease a different property from the District (the "North Campus Property") and use Charter School Facility Program funding to renovate and expand the facilities on the North Campus Property for the Charter School's long-term use. The agreement calls for the Charter School to remain at the Kennedy High School Annex until such time as the long-term project is either completed (in which case, Beta will move into the North Campus Property) or abandoned (after which, Beta will once again apply to WCCUSD for Prop. 39 facilities).

## **Section 6.6: Transportation:**

The Charter School does not anticipate the need to make arrangements for transportation of the students, except as required by law for students with disabilities in accordance with a student's IEP. Such transportation for students with disabilities shall be handled solely by Beta in accordance with SELPA policy and the IDEA.

## **Section 7: Impact on the Charter Authorizer:**

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

### **Section 7.1: 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 County.

### **Section 7.2: Civil Liability:**

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

Beta 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 County 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 County has complied with all oversight responsibilities required by law. Beta shall work diligently to assist the County in meeting any and all oversight obligations under the law, including monthly meetings, reporting or other County-requested protocol to ensure the County shall not be liable for the operation of Beta.

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

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

Upon request, the County shall be named as an additional insured on the general liability insurance that Caliber Schools maintains for the operation of Beta.

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

## **Section 8: Conclusion:**

By renewing this charter, the Contra Costa County Office of Education will be fulfilling the intent of the California Legislature to encourage the establishment of charter schools.

Pursuant to Education Code Section 47601, it is the intent of the Legislature, in enacting 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, among other things, improve pupil learning.

Moreover, according to Education Code Section 47605(3)(A), “[t]he authority that granted the charter shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.”

The data presented herein demonstrates that Beta is outperforming both the District schools that students would otherwise be required to attend and District schools that are demographically similar to the Charter School. The increases in pupil academic achievement for all groups of pupils served by the Charter School are both clear and compelling. As such, Beta has demonstrated the academic criteria necessary to compel renewal.

Caliber Schools and Beta pledge to work cooperatively with the County in its review of this charter as submitted.



## **Appendix A-1: Sample Personalized Learning Plans (PLP's)**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

# PERSONALIZED LEARNING PLAN



Name: Homeroom: # Days Absent: 0  
Student #: Trimester 2 # Days Tardy: 2

Key				
4 = Exceeding Standards 4 = exceder los estándares	3 = Meeting end of year standards 3 = Cumplir con los estándares de fin de año	2 = Approaching end of year standard 2 = Aproximación al estándar de fin de año	1 = Below standards 1 = Por debajo de los estándares	N/A = Not yet assessed N / A = Aún no evaluado



Heart

## COMMUNITY CIRCLES

1-4

One of the major ways we teach social emotional skills, mindsets, and restorative practices is through our daily community circles. Students have an opportunity to learn: step-up/step-back, actively listen, empathy, *Una de las principales formas en que enseñamos habilidades sociales, emocionales, modos de pensar y las prácticas restaurativas es a través de nuestros círculos comunitarios diarios. Los estudiantes tienen la oportunidad de aprender: step-up / step-back, activamente escuchar, empatía,*

3



TOOLBOX	1-4
<p>ToolBox is a curriculum to support our students in understanding and managing their own social, emotional and academic success. The foundation of ToolBox is made up of 12 human capacities that reside within all of us. Through its simple metaphor of Tools, it brings forward a set of skills and practices that help students access their own inner resilience. So far this school year, students have learned about the first four tools: The Breathing, Quiet/Safe Place, Listening and Empathy Tools.</p> <p><i>Toolbox es un programa para apoyar a nuestros estudiantes en la comprensión y la gestión de su propio éxito social, emocional y académico. La base de la caja de herramientas se compone de 12 capacidades humanas que residen dentro de todos nosotros. A través de su simple metáfora de Herramientas, presenta un conjunto de habilidades y prácticas que ayudan a los estudiantes a acceder a su propia resiliencia interna. Hasta ahora, en este año escolar, los estudiantes han aprendido sobre las primeras cuatro herramientas: la respiración, el lugar tranquilo / seguro, las herramientas para escuchar y la empatía.</i></p>	3

ROAR	
<i>At Caliber we have 4 values that help guide our community. When put together they spell out ROAR.</i>	1-4
Responsibility (follow directions and keep the school safe) <i>Responsabilidad (siga las instrucciones y mantenga segura la escuela)</i>	2
Organized (Make sure everything and everyone is in the right place at the right time) <i>Organizado (asegúrese de que todo y todos estén en el lugar correcto en el momento correcto)</i>	3
Achievement (Put forth your best effort) <i>Logro (Pon tu mejor esfuerzo)</i>	3
Respect (Respect yourself and others) <i>Respeto (respetarse a sí mismo y a los demás)</i>	4
<p>COMMENTS Student has been having a great year in my class. Student is responsible, courteous, full of joy, and an enthusiastic learner. They are always striving to their best and are a great addition to the classroom. You should be extremely proud of Student.</p> <p>COMENTARIOS Student ha tenido un gran año en mi clase. Student es responsable, cortés, lleno de alegría y un entusiasta aprendiz. Siempre se esfuerzan por dar lo mejor de sí mismos y son una gran adición al salón de clases. Deberías estar extremadamente orgulloso de Student.</p>	



## MATH

Standard	1-4	Standard	1-4
Represent and solve problems involving multiplication and division. <i>Representar y resolver problemas relacionados con la multiplicación y la división.</i>	3	Develop understanding of fractions as numbers. <i>Desarrollar la comprensión de fracciones como números</i>	N/A
Understand properties of multiplication and the relationship between multiplication and division. <i>Comprender las propiedades de la multiplicación y la relación entre la multiplicación y la división</i>	3	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. <i>Resuelva problemas relacionados con la medición y estimación de intervalos de tiempo, volúmenes de líquidos y masas de objetos.</i>	2
Multiply and divide within 100. <i>Multiplicar y dividir dentro de 100.</i>	3	Represent and interpret data. <i>Representar e interpretar datos.</i>	N/A
Solve problems involving the four operations, and identify and explain patterns in arithmetic. <i>Resuelva problemas que involucren las cuatro operaciones, e identifique y explique los patrones en aritmética.</i>	2	Geometric measurement: understand concepts of area and relate area to multiplication and to addition. <i>Medición geométrica: comprender los conceptos de área y relacionar el área con la multiplicación y la suma.</i>	2
Use place value understanding and properties of operations to perform multi-digit arithmetic. <i>Use la comprensión del valor de posición y las propiedades de las operaciones para realizar operaciones aritméticas de varios dígitos.</i>	3	Geometric measurement: recognize perimeter as an attribute of place figures and distinguish between linear and area measures. <i>Medición geométrica: reconoce el perímetro como un atributo de las figuras de lugares y distingue entre medidas lineales y de área.</i>	N/A

COMMENTS Student has been making a huge amount of growth the past few months! Student has mastered multiplication and division within 100! This is no easy task and should be celebrated! They have also continued to master measurement, place value, complex multiplication, application problems, and rounding. Student just started working on area and is also off to a great start. Student should be very proud of their work in Math so far this year. One thing that Student could work on is adding and subtracting large numbers. A lot of the students have forgotten this practice from 2nd grade and it is an important skill to keep sharp. You should be very proud of Student, they are having a wonderful year in my class and I am so happy to have them. Please reach out with any questions or concerns.

COMENTARIOS ¡Student ha estado creciendo mucho en los últimos meses! ¡Student ha dominado la multiplicación y la división dentro de 100! ¡Esta no es una tarea fácil y debe celebrarse! También han seguido dominando la medición, el valor posicional, la multiplicación compleja, los problemas de aplicación y el redondeo. Student acaba de comenzar a trabajar en el área y también ha tenido un gran comienzo. Student debería estar muy orgulloso de su trabajo en matemáticas en lo que va de este año. Una cosa en la que Student podría trabajar es sumar y restar números grandes. Muchos estudiantes han olvidado esta práctica de segundo grado y es una habilidad importante para mantenerse en forma. Debes estar muy orgulloso de Student, están teniendo un año maravilloso en mi clase y estoy muy feliz de tenerlos. Por favor, comuníquese con cualquier pregunta o inquietud.

## READING

Standard	1-4	Standard	1-4
Asks and answers questions about the text using evidence from the text to support answers <i>Pregunta y responde a preguntas sobre el texto usando evidencia del texto para apoyar respuestas</i>	2	Determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <i>Determine el mensaje central, la lección o la moral y explique cómo se transmite a través de los detalles clave en el texto.</i>	1
Determine the main idea of a text and explains how it is supported; summarizes the text <i>Determine la idea principal de un texto y explica cómo se admite; resume el texto</i>	1	Compares and contrasts two texts on the same topic <i>Compara y contrasta dos textos sobre el mismo tema</i>	1
Describes the connections between characters, events and/or ideas <i>Describe las conexiones entre personajes, eventos y / o ideas</i>	1	Independently and proficiently comprehends literature and informational texts <i>Comprende de forma independiente y competente literatura y textos informativos</i>	1
Uses context clues, roots, and affixes to determine the meaning of unknown words <i>Utiliza claves de contexto, raíces y afijos para determinar el significado de palabras desconocidas</i>	1	Knows and applies grade level phonics and word analysis in decoding and spelling words <i>Conoce y aplica la fonética de nivel de grado y el análisis de palabras en palabras de decodificación y deletreo</i>	1
Distinguishes a personal point of view from that of the author or the characters <i>Distingue un punto de vista personal del del autor o los personajes</i>	1	Reads with grade level accuracy, fluency and expression to support comprehension <i>Lee con precisión, fluidez y expresión de nivel de grado para apoyar la comprensión</i>	1

COMMENTS Student displays a positive attitude in ELA class. He has made some progress with his reading level, moving to a level H. However, this is still well below grade level. Student will continue participating in phonics intervention group to help build needed foundational skills. Another area for growth is going back into the text and rereading to find information. Daily reading at home is essential.

COMENTARIOS Student muestra una actitud positiva en la clase ELA. Él ha hecho algunos progresos con su nivel de lectura, pasando a un nivel H. Sin embargo, esto todavía está muy por debajo del nivel de grado. Student continuará participando en el grupo de intervención fonética para ayudar a desarrollar las habilidades fundamentales necesarias. Otra área de crecimiento es volver al texto y volver a leer para encontrar información. La lectura diaria en casa es esencial.

## SOCIAL STUDIES

Standard	1-4
Demonstrates understanding of content and concepts <i>Demuestra comprensión de contenido y conceptos</i>	2

## SCIENCE

Standard	1-4
Demonstrates understanding of content and concepts <i>Demuestra comprensión de contenido y conceptos</i>	3
Participation / Lab <i>Participación / Laboratorio</i>	3

## WRITING

Standard	1-4	Standard	1-4
Ideas - The writing has a clear main topic. Writing stays on topic. <i>Ideas: la escritura tiene un tema principal claro. La escritura se queda en el tema.</i>	2	Strengthens writing by planning, revising, editing and rewriting <i>Refuerza la escritura mediante la planificación, revisión, edición y reescritura</i>	2
Organization - Produces writing in which the developments and organization are appropriate to task, purpose and audience <i>Organización - Produce escritura en la que los desarrollos y la organización son apropiados para la tarea, el propósito y la audiencia</i>	1	Conducts short research projects that build knowledge through investigation of different aspects of a topic <i>Lleva a cabo proyectos de investigación cortos que generan conocimiento a través de la investigación de diferentes aspectos de un tema</i>	
Voice—Able to show a personal tone and flavor of the author's message. <i>Voz-Capaz de mostrar un tono personal y el sabor del mensaje del autor.</i>	2	Takes notes from various sources, categorizes and paragraph information, and provides a list of sources <i>Toma notas de varias fuentes, categoriza e información de párrafos, y proporciona una lista de fuentes</i>	
Word Choice - Vocabulary is engaging, grade level appropriate, and enhance meaning. <i>Elección de palabras - Vocabulario es la participación, nivel de grado apropiado, y mejorar significado.</i>	1	Writes opinion pieces that are logically supported <i>Escribe artículos de opinión que son lógicamente compatibles</i>	2
Sentence Fluency - Rhythm and flow of the language with varied sentence structure <i>Fluidez de oraciones: ritmo y flujo del idioma con una estructura variada de oraciones</i>	1	Writes informational/explanatory pieces using research to support the topic <i>Escribe piezas informativas / explicativas usando investigación para apoyar el tema</i>	1
Conventions - Demonstrate correct mechanics (capitalization, punctuation, spelling, etc) in written work <i>Convenios - Demostrar la mecánica correcta (capitalización, puntuación, ortografía, etc.) en un trabajo escrito</i>	2	Writes narrative to develop real or imagined experiences or events <i>Escribe narrativa para desarrollar experiencias o eventos reales o imaginarios</i>	2



Think

## COMPUTER SCIENCE

Standard	1-4
<p>CS Typing Fluency: Constantly attempts to type with two hands on home row. Attempting to grow their Words Per Minute (WPM) and Accuracy percentage (%) with focused practice during the assigned class time</p> <p><i>Fluidez de mecanografía CS: Constantemente intenta escribir con dos manos en la fila de inicio. Intentando aumentar sus palabras por minuto (ppm) y el porcentaje de precisión (%) con la práctica enfocada durante el tiempo de clase asignado.</i></p>	3
<p>CS Technical Skills: Can solve complex programs by using loops within algorithms to complete a given problem. Also identifies bugs in a program in order to attempt solving the problem using different methods</p> <p><i>Habilidades técnicas de CS: puede resolver programas complejos mediante el uso de bucles dentro de los algoritmos para completar un problema determinado. También identifica errores en un programa para intentar resolver el problema usando diferentes métodos</i></p>	3
<p>CS Class Participation: Consistently performs assigned tasks in CS class. Takes frustration in stride and continues to challenge themselves through different approaches to solving a task</p> <p><i>Participación en la clase CS: lleva a cabo constantemente las tareas asignadas en la clase CS. Se toma la frustración con calma y continúa desafiando a sí mismo a través de diferentes enfoques para resolver una tarea</i></p>	2



Act

### Activities

Field Trip: Oakland Museum of California | *Excursión: Museo de Oakland de California*  
3rd Grade Weekly (Newspaper) | *3er Grado Semanal (Periódico)*  
Bee Garden | *Jardín de abejas*  
International Assembly | *Asamblea Internacional*  
Black History Month Assembly | *Asamblea del mes de la historia negra*  
Persuasive Letter Writing | *Escritura persuasiva de cartas*  
BADM Try it Truck | *BADM Pruébalo Camión*

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Teacher Signature, Date

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Parent/Legal Guardian Signature. Date

# Personalized Learning Plan

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_





 <p><b>HEART:</b></p> <ul style="list-style-type: none"> <li>Your student's reflection on their progress</li> <li>Their advisor's response to their reflection</li> </ul>	 <p><b>THINK:</b></p> <ul style="list-style-type: none"> <li>A summary from each teacher about how critical thinking has been developed in their class during the first trimester</li> </ul>
 <p><b>SMART:</b></p> <ul style="list-style-type: none"> <li>The letter grade your student has earned for each of their classes</li> <li>Fall MAP scores</li> </ul>	 <p><b>ACT:</b></p> <ul style="list-style-type: none"> <li>A checklist of ACTIONs that your student has participated in during the first trimester</li> </ul>

A few notes about "SMART" and our grading policy:

- Why are you now giving letter grades?** We have transitioned to letter grades so that students have a transcript that can be sent to high schools in a "language" the schools understand. This shift will benefit your student in the long run as most high schools they will attend will be using letter grades.
- What do the formative and summative categories mean?** Grades are 80% summative (tests and quizzes) and 20% formative (classwork, homework, exit tickets).
- Why do you split formative and summative?** Many schools give students As for completing their work without considering if the students have actually mastered the content. While it is important that students complete all of their work, compliance and mastery are not the same thing. This breakdown ensures that we are giving grades that accurately measure a student's level of understanding of grade level content.
- What happens if my student fails a test?** If a student does not pass a test, they will be assigned tutoring in Dragon's Den and allowed to retake.
- Why do grades change so much from week to week?** This explains why grades can change quickly from week to week. If they fail a test, their grade will decrease rapidly. If they pass a test or a retake their grade will improve rapidly.
- What about effort and work habit grades?** A student's effort and work habits are not factored into their academic grades, but rather addressed through their behavior report.
- How are assignments graded?** Assignments are grading using a rubric or some other metric to reduce the subjectivity of grades. There is no favoritism in grading.
- How can my student improve their grade?** Students are eligible for retakes if they fail a test the first time. If you student's grade is low they may also be missing assignments. They should ask their teacher about submitting late work.

# Aprendizaje personalizado

Nombre del estudiante: \_\_\_\_\_ Grado: \_\_\_\_\_

 <p><b>CORAZÓN:</b></p> <ul style="list-style-type: none"> <li>La reflexión de su alumno sobre su progreso</li> <li>La respuesta de su asesor a su reflexión</li> </ul>	 <p><b>PENSAR:</b></p> <ul style="list-style-type: none"> <li>Un resumen de cada maestro sobre cómo se ha desarrollado el pensamiento crítico en su clase durante el primer trimestre</li> </ul>
 <p><b>INTELIGENTE:</b></p> <ul style="list-style-type: none"> <li>El grado de letra que su estudiante ha ganado para cada una de sus clases</li> <li>Puntuaciones del otoño MAP</li> </ul>	 <p><b>ACTO:</b></p> <ul style="list-style-type: none"> <li>Una lista de verificación de Comportamiento en las que su estudiante participó durante el primer trimestre</li> </ul>

Algunas notas sobre "Inteligente" y nuestra política de calificaciones:

- **¿Por qué ahora estás dando calificaciones de letras?** Hemos hecho la transición a las calificaciones con letras para que los estudiantes tengan una transcripción que se puede enviar a las escuelas secundarias en un "idioma" que las escuelas entienden. Este cambio beneficiará a su estudiante a largo plazo ya que la mayoría de las escuelas secundarias a las que asistirán usarán calificaciones con letras.
- **¿Qué significan las categorías formativa y sumativa?** Las calificaciones son 80% sumativas (pruebas y cuestionarios) y 20% formativas (trabajo de clase, tarea, salidas).
- **¿Por qué te divides formativo y sumativo?** Muchas escuelas ofrecen a los estudiantes Como para completar su trabajo sin tener en cuenta si los estudiantes realmente han dominado el contenido. Si bien es importante que los estudiantes completen todo su trabajo, el cumplimiento y el dominio no son lo mismo. Este desglose asegura que estamos dando calificaciones que miden con precisión el nivel de comprensión del contenido de nivel de grado del alumno.
- **¿Qué pasa si mi estudiante no pasa una prueba?** Si un estudiante no aprueba una prueba, se le asignará una tutoría en Dragon's Den y se le permitirá volver a tomarla.
- **¿Por qué las calificaciones cambian tanto de una semana a otra?** Esto explica por qué los grados pueden cambiar rápidamente de una semana a otra. Si no pasan una prueba, su calificación disminuirá rápidamente. Si pasan una prueba o una repetición, su calificación mejorará rápidamente.
- **¿Qué pasa con el esfuerzo y las calificaciones del hábito de trabajo?** El esfuerzo y los hábitos de trabajo de un estudiante no se tienen en cuenta en sus calificaciones académicas, sino que se abordan a través de su informe de conducta.
- **¿Cómo se califican las tareas?** Las asignaciones se clasifican usando una rúbrica o alguna otra métrica para reducir la subjetividad de las calificaciones. No hay favoritismo en la calificación.
- **How can my student improve their grade?** Students are eligible for retakes if they fail a test the first time. If you student's grade is low they may also be missing assignments. They should ask their teacher about submitting late work.





**Personalized  
Learning Plan  
HEART  
2017-2018**



**My Goals**

GPA	Current	Goal
Behavioral Incidents	Current	Goal
By the end of the year	Current	Goal
Personal	Current	Goal

**Advisory Reflection (Student)**

I am prepared daily with all the necessary items for me to learn, including homework

Agree\_\_\_\_\_

Neutral\_\_\_\_\_

Disagree\_\_\_\_\_

I participate in Advisory daily, offering insights, answering questions, and supporting my peers.

Agree\_\_\_\_\_

Neutral\_\_\_\_\_

Disagree\_\_\_\_\_

I support my advisory and house in competitions and assemblies by participating, showing excellent sportsmanship, and supporting my team/grade.

Agree\_\_\_\_\_

Neutral\_\_\_\_\_

Disagree\_\_\_\_\_

Advisory has become a place for me to learn about myself, others, and the world around me

Agree\_\_\_\_\_

Neutral\_\_\_\_\_

Disagree\_\_\_\_\_

Comments:

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## Advisory Reflection (Teacher)

Student is prepared daily with all the necessary items to learn, including homework

Agree\_\_\_\_\_

Neutral\_\_\_\_\_

Disagree\_\_\_\_\_

Student participates in Advisory daily, offering insights, answering questions, and supporting peers.

Agree\_\_\_\_\_

Neutral\_\_\_\_\_

Disagree\_\_\_\_\_

Student supports advisory and house in competitions and assemblies by participating, showing excellent sportsmanship, and supporting their team/grade.

Agree\_\_\_\_\_

Neutral\_\_\_\_\_

Disagree\_\_\_\_\_

Advisory has become a place for this student to learn about his or herself, others, and the world around them.

Agree\_\_\_\_\_

Neutral\_\_\_\_\_

Disagree\_\_\_\_\_

Comments:

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# Personalized Learning Plan SMART 2017-2018



**Student:**

**ID:**

**Grade Level:** 7

**Advisory Teacher:** G7 HR Payne

**Grading Period:** Trimester 2

Key					
Mark	%	GPA	Mark	%	GPA
A+	97-100	4.0	C+	77-79	2.3
A	93-96	4.0	C	73-76	2.0
A-	90-92	3.7	C-	70-72	1.7
B+	87-89	3.3	D+	67-69	1.3
B	83-86	3.0	D	64-66	1.0
B-	80-82	2.7	D-	60-63	0.7
			F	<60	0

Course	Teacher	T1		T2		T3	
		Mark	%	Mark	%	Mark	%
English	Morales, Yudy	C	75.5	B-	83.9		
Mathematics	Payne, Derek	B-	80.4	B-	80.7		
Science	Payne, Derek	C-	70	B	86.5		
Social Studies	Morales, Yudy	D-	62.3	B-	80.4		
Computer Science	Boston, Hannah	A-	90	B	86.9		
Physical Education	Ashberry, Hasani	A+	100	B-	81.7		

	T1	T2	T3	Attendance	T1	T2	T3
Grade Point Average	2.47	2.80		Tardies	2	0	
				Absences	1	12	

		Date
Scholar Signature		
Parent/Guardian Signature		



# THINK

## **Math/matemáticas**

This trimester was focused on solving linear equations. Students started working with the building blocks of equations: Integers, variables, expressions, etc... Students were introduced to the thinking behind integers, variables, and expressions. Students then practiced the thinking behind integers, variables, and expressions to 'Simplify', or make smaller, the various integers and variables that make up an expression. Eventually, the thinking and "computation" involved in simplifying expressions was used as the basis for solving equations. As students worked on solving equations, the importance of "Inverse Operations", or the "Undoing" of a mathematical idea or operation became apparent to all students. Students also applied the algebraic thinking learned to find solutions to real-world situations presented to them. This understanding of how to solve linear equations lays the foundation for the next, and very important component of algebra: Graphing linear equations.

Este trimestre nos enfocamos en resolver ecuaciones lineales. Los estudiantes comenzaron a trabajar con los bloques de construcción de ecuaciones: enteros, variables, expresiones, etc... Los estudiantes fueron introducidos a la filosofía de enteros, variables y expresiones. A continuación, los estudiantes practican el pensamiento detrás de los números enteros, variables y expresiones para "simplificar", o hacer más pequeño, los distintos números enteros y variables que componen una expresión. Finalmente, el pensamiento y la "computación" involucrados en la simplificación de expresiones fue utilizado como base para la resolución de ecuaciones. Como los estudiantes trabajaron en la resolución de ecuaciones, la importancia de las operaciones "Inversa" o "Deshacer" de una idea o la operación matemática se hizo evidente para todos los estudiantes. Los estudiantes también aplicaron el pensamiento algebraico que aprendieron a encontrar soluciones a situaciones reales que se les presentan. Este entendimiento de cómo resolver ecuaciones lineales, sienta las bases para la próxima, y muy importante componente de álgebra: Representación gráfica de ecuaciones lineales.

## **Language Arts/Artes del lenguaje**

At the beginning of the Trimester, 8th graders analyzed argumentative speeches and incorporated rhetorical techniques into their own argumentative essays. Upon returning from Winter Break, students read George Orwell's *1984*. Students analyzed and discuss character motivation and the role that power plays in society.

Al comienzo del Trimestre, los alumnos de 8º grado analizaron discursos argumentativos e incorporaron técnicas retóricas en sus propios ensayos argumentativos. Al regresar de las vacaciones de invierno, los estudiantes leyeron *1984* de George Orwell. Los estudiantes analizaron y discutieron la motivación del personaje y el papel que el poder juega en la sociedad.



# THINK

## Science/Ciencia

During Trimester 2, 8th grade students focused on various chemistry concepts by identifying the components of a mystery mixture by observing chemical reactions, learning about elements and the periodic table, observing the properties of gases as an introduction to atoms, and observing the expansion and contraction of the three major states of matter as an introduction to kinetic theory. Additionally, we were able to explore higher level concepts around chemical equations towards the end of the Trimester that should provide a strong foundation for high school level chemistry. Similar to Trimester 1, Students participated in a variety of hands-on investigations in which they were able to practice the skills of questioning, planning, observing, recording, organizing, processing, and analysis via class discussion and written responses. Trimester 2 was also unique in that we incorporated more mathematics into our work in science class through the use of equations and scientific units of measurement. Students read articles to deepen their understanding of various concepts and continued to use their science notebook in which they collected and processed data as well as maintained an ongoing record of their learning. If you would like to support your student's learning at home, feel free to view your student's science notebook and ask them about its content in order to continue the conversation around the properties of matter and energy.

Durante el Trimestre 2, los estudiantes de 8vo grado se enfocaron en varios conceptos de química al identificar los componentes de una mezcla misteriosa al observar reacciones químicas, aprender sobre los elementos y la tabla periódica, observar las propiedades de los gases como una introducción a los átomos y observar la expansión y contracción de los tres estados principales de la materia como una introducción a la teoría cinética. Además, pudimos explorar conceptos de nivel superior sobre ecuaciones químicas hacia el final del Trimestre que deberían proporcionar una base sólida para la química de nivel secundario. Al igual que en el Trimestre 1, los estudiantes participaron en una variedad de investigaciones prácticas en las que pudieron practicar las habilidades de cuestionamiento, planificación, observación, grabación, organización, procesamiento y análisis mediante discusiones en clase y respuestas escritas. Trimestre 2 también fue único en el sentido de que incorporamos más matemáticas en nuestro trabajo en clase de ciencias mediante el uso de ecuaciones y unidades científicas de medición. Los estudiantes leyeron artículos para profundizar su comprensión de varios conceptos y continuaron usando su cuaderno de ciencias en el que recogieron y procesaron datos, además de mantener un registro continuo de su aprendizaje. Si desea apoyar el aprendizaje de su hijo en casa, puede ver el cuaderno de ciencias de su alumno y preguntarle sobre su contenido para continuar la conversación sobre las propiedades de la materia y la energía.

## Social Studies/Estudios Sociales

During Trimester 2, 8th Grade Students focused on a variety of topics in modern American history, including Native American assimilation policy, the Progressive Era, Imperialism and World War I, and most recently, the Roaring Twenties and the Great Depression. With each area of study we have worked to build a collective understanding of WHY this history matters and is relevant in the United States today. Students have continually made connections between government policies then and now, and they continue to evaluate the extent to which America is a place of equality for all people. Students have refined their critical reading skills through the evaluation and annotation of primary source documents, while also developing their on demand writing skills, using the claim, evidence and reasoning structure. In doing so, students take a stance on a specific issue, find evidence to support that stance, and providing reasoning in their own words to explain how the evidence supports their claim. As we have considered more sources, students have worked on choosing the source that best supports their claim, and finding the strongest pieces of evidence from within the source. Students have been most successful in social studies class by demonstrating continued effort on all home and class work as well as an ability to think critically and creatively when evaluating sources from the past. If you'd like to support your student, I encourage you to speak with them about what they are learning about in history and ask them to consider why it is important today. For the remainder of the year we will study World War II, the Cold War, and the Civil Rights movement. Students will write analytical essays and complete research projects in which we will focus on finding and using credible sources.



# THINK

Durante el Trimestre 2, los estudiantes de 8vo grado se enfocaron en una variedad de temas en la historia moderna de los Estados Unidos, incluyendo la política de asimilación de los nativos americanos, la Era Progresista, el Imperialismo y la Primera Guerra Mundial, y más recientemente, los Rugientes años Veinte y la Gran Depresión. Con cada área de estudio, hemos trabajado para construir una comprensión colectiva de POR QUÉ esta historia importa y es relevante en los Estados Unidos hoy en día. Los estudiantes continuamente han hecho conexiones entre las políticas del gobierno de entonces y ahora, y continúan evaluando hasta qué punto Estados Unidos es un lugar de igualdad para todas las personas. Los estudiantes han refinado sus habilidades de lectura crítica a través de la evaluación y la anotación de los documentos de origen primario, al tiempo que desarrollan sus habilidades de escritura bajo demanda, utilizando el reclamo, la evidencia y la estructura de razonamiento. Al hacerlo, los estudiantes toman una posición sobre un tema específico, encuentran evidencia para apoyar esa postura y proporcionan razonamiento con sus propias palabras para explicar cómo la evidencia respalda su afirmación. A medida que consideramos más fuentes, los estudiantes han trabajado para elegir la fuente que mejor respalden su reclamo y para encontrar las pruebas más sólidas dentro de la fuente. Los estudiantes han tenido más éxito en la clase de estudios sociales al demostrar un continuo esfuerzo en todo el trabajo en el hogar y en la clase, así como la capacidad de pensar críticamente y creativamente al evaluar las fuentes del pasado. Si desea apoyar a su estudiante, lo aconsejo que hable con ellos sobre lo que están aprendiendo en la historia y pedirles que consideren por qué es importante hoy. Durante el resto del año estudiaremos la Segunda Guerra Mundial, la Guerra Fría y el movimiento de Derechos Civiles. Los estudiantes escribirán ensayos analíticos y completarán proyectos de investigación en los cuales nos enfocaremos en encontrar y usar fuentes creíbles.

## Physical Education/Educación Física

## Computer Science/Ciencias de la Computación

Throughout Trimester 2, students explored the Engineering Design Process by designing, constructing, and evaluating their own physical board games. Imagining and creating board games helps develop many skills that are critical to fundamental computer science understanding, such as creative problem solving, communication, group collaboration. Board game construction also supports the developing understanding of math concepts (probability and statistics) as well as artistic concepts (graphic design). Our big focus question for the semester was, "What are the roles of algorithms and conditionals in game design?". Students had a wonderful time creating their games, and I hope to see the enthusiasm and knowledge of these important concepts carry over to next trimester when we design and code our own video games.

Durante el Trimestre 2, los estudiantes exploraron el Proceso de Diseño de Ingeniería diseñando, construyendo y evaluando sus propios juegos de mesa físicos. Imaginar y crear juegos de mesa ayuda a desarrollar muchas habilidades que son fundamentales para la comprensión fundamental de la informática, como la resolución creativa de problemas, la comunicación y la colaboración grupal. La construcción de juegos de mesa también es compatible con el



# THINK

desarrollo de la comprensión de conceptos matemáticos (probabilidad y estadística), así como conceptos artísticos (diseño gráfico). Nuestra gran pregunta de enfoque para el semestre fue, "¿Cuáles son los roles de los algoritmos y condicionales en el diseño del juego?". Los estudiantes se divertieron mucho creando sus juegos, y espero ver que el entusiasmo y el conocimiento de estos conceptos importantes se transfieran al próximo trimestre cuando diseñamos y codificamos nuestros propios videojuegos.



# ACT

*At Caliber, one of our most unique goals for our students falls under the key pillar of ACT. This is the idea that Caliber students gain the skills to go forth and be agents of change within their communities. We achieve this at Caliber: Beta by creating instances of experiential learning that will not only foster learning outside of the classroom but also giving students the platform to “be the change they wish to see in the world. The following is a checklist of “ACT” events that your student has participated in .*

*En Calibre, uno de nuestros objetivos más exclusivos para nuestros estudiantes se enmarca en el pilar clave de ACT. Esta es la idea de que los estudiantes de Caliber adquieran las habilidades para avanzar y ser agentes de cambio dentro de sus comunidades. Logramos esto en Calibre Beta creando instancias de aprendizaje experimental que no solo fomentarán el aprendizaje fuera del aula sino que también brindarán a los estudiantes la plataforma para "ser el cambio que desean ver en el mundo". La siguiente es una lista de verificación de eventos "ACT" en los que su estudiante ha participado.*

## Whole School Events

## Attended or Participated

Winter Glow Party	Y / N
Valentine's Chikibaby Dance	Y / N
Black Heritage Month Assembly	Y / N
International Day Assembly	Y / N
Spelling Bee	Y / N
Bingo For Books	Y / N
Student VS Staff Basketball Game	Y / N
Student VS Staff Flag Football Game	Y / N
Movie Under the Stars	Y / N
7th and 8th grade Preview Night	Y / N
Door Decorating Contest	Y / N
JV and Varsity Basketball Team	Y / N
Flag Football Team	Y / N
Beta Step team	Y / N
SGA: Thanksgiving Food Drive	Y / N
PBL: Computer Science Project Exhibition	Y / N





# ACT

## Grade Specific Events

## Attended or Participated

6th Grade: Children's Creativity Museum	Y / N
6th Grade: 49's Museum	Y/N
7th Grade: The California Academy of Sciences	Y / N
8th Grade: High School Information Night	Y / N

## Reflection

*Choose one activity in which you attended. Then write 2-3 sentences about what you enjoyed about the event and describe what you learned through that experience .*

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## **Appendix A-2: Lower School Sample Schedule**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

	Kinder	1st	2nd	3rd	4th	5th
8:00-8:05	Circle					
8:05-8:10						
8:10-8:15						
8:15-8:20						
8:20-8:25	Core 1 Literacy	Circle	Circle	Circle	Circle	Circle
8:25-8:30						
8:30-8:35						
8:35-8:40						
8:40-8:45						
8:45-8:50						
8:50-8:55						
8:55-9:00						
9:00-9:05						
9:05-9:10						
9:10-9:15						
9:15-9:20						
9:20-9:25						
9:25-9:30						
9:30-9:35						
9:35-9:40						
9:40-9:45						
9:45-9:50	Core 1 Social Studies					
9:50-9:55		Core 1 Literacy	Core 1 Literacy	Core 1 Literacy	Writing	
9:55-10:00						
10:00-10:05	Recess	Social Studies Core 1	Recess	Recess		
10:05-10:10						
10:10-10:15						
10:15-10:20						
10:20-10:25	Core 2 Literacy		Core 1 Literacy	Recess	Writing	Core 1 Literacy
10:25-10:30						
10:30-10:35						
10:35-10:40						
10:40-10:45		Recess		Writing		
10:45-10:50						
10:50-10:55						
10:55-11:00		Recess				
11:00-11:05						
11:05-11:10						
11:10-11:15						
11:15-11:20						
11:20-11:25						
11:25-11:30		Writing				
11:30-11:35						
11:35-11:40						
11:40-11:45		Lunch		Core 1 Literacy	Core 2 Literacy	
11:45-11:50						

	Kinder	1st	2nd	3rd	4th	5th	
11:50-11:55	Recess	Recess	Lunch				
11:55-12:00							
12:00-12:05							
12:05-12:10							
12:10-12:15	Lunch		Recess	Writing			
12:15-12:20							
12:20-12:25							
12:25-12:30							
12:30-12:35	Core 2 Social Studies			Lunch			
12:35-12:40							
12:40-12:45							
12:45-12:50							
12:50-12:55	Handwriting Core 2						
12:55-1:00							
1:00-1:05	Writing Core 2				Recess	Core 2 Literacy	Core 2 Literacy
1:05-1:10							
1:10-1:15							
1:15-1:20							
1:20-1:25							
1:25-1:30							
1:30-1:35							
1:35-1:40							
1:40-1:45							
1:45-1:50							
1:50-1:55							
1:55-2:00							
2:00-2:05							
2:05-2:10							
2:10-2:15	Writing Core 1	Core 2 Literacy					
2:15-2:20							
2:20-2:25							
2:25-2:30							
2:30-2:35		Recess					
2:35-2:40							
2:40-2:45							
2:45-2:50							
2:50-2:55							
2:55-3:00							
3:00-3:05							
3:05-3:10							
3:10-3:15	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle	Closing Circle	



## **Appendix A-3: Upper School Sample Schedule**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024





<b>Monday - Thursday</b>		<b>Matadors</b>	<b>Badgers</b>	<b>Tritons</b>
7:45-8:00	Breakfast			
8:00-8:35	Advisory			
8:38-9:10	DEAR	DEAR 907	DEAR 910	DEAR 904
9:13-10:13	Block 1	Math 901	Elective	ELA 903
10:16-10:26	Snack & Chill			
10:29-11:29	Block 2	ELA 903	Math 901	Science 904
11:32-12:32	Block 3	SS 910	ELA 903	Math 901
12:35-1:15	LUNCH			
1:18-2:18	Block 4	Science 904	SS 910	Elective
2:21-3:21	Block 5	Elective	Science 904	SS 910

<b>FRIDAY [NO ELA]</b>		<b>Matadors</b>	<b>Badgers</b>	<b>Tritons</b>
7:45-8:00	Breakfast			
8:00-8:35	Advisory			
8:38-9:20	DEAR	DEAR 907	DEAR 910	DEAR 904
9:23-10:03	Block 1	Math 901	SS 910	Sci 904
10:05-10:15	Snack & Chill			
10:17-10:57	Block 2	SS 910	Sci 904	Math 901
11:00 - 11:40	Block 3	Sci 904	Math 901	SS 910
11:43-12:25	Lunch			

<b>FRIDAY [NO MATH]</b>		<b>Matadors</b>	<b>Badgers</b>	<b>Tritons</b>
7:45-8:00	Breakfast			
8:00-8:35	Advisory			
8:38-9:20	DEAR	DEAR 907	DEAR 910	DEAR 904
9:23-10:03	Block 1	ELA 903	SS 910	Sci 904
10:05-10:15	Snack & Chill			
10:17-10:57	Block 2	SS 910	Sci 904	ELA 903
11:00 - 11:40	Block 3	Sci 904	ELA 903	SS 910
11:43-12:25	Lunch			

<b>Elective Schedule</b>		<b>Matadors</b>	<b>Badgers</b>	<b>Tritons</b>
Mon/Wed	Comp Sci 910	Block 5	Block 1	Block 4
Tues/Thurs	PE/Art/Music	Block 5	Block 1	Block 4

## 7th Grade Schedule 2018 - 2019

<b>FRIDAY</b>		<b>Matadors</b>	<b>Badgers</b>	<b>Tritons</b>
7:45-8:00	Breakfast			
8:00-8:35	Advisory			
8:38-9:20	DEAR	DEAR 907	DEAR 910	DEAR 904
9:23-10:03	Block 1	ELA 903	Sci 904	Math 901
10:05-10:15	Snack & Chill			
10:17-10:57	Block 2	Sci 904	Math 901	ELA 903
11:00 - 11:40	Block 3	Math 901	ELA 903	Sci 904
11:43-12:25	Lunch			

<b>FRIDAY [NO SCIENCE]</b>		<b>Matadors</b>	<b>Badgers</b>	<b>Tritons</b>
7:45-8:00	Breakfast			
8:00-8:35	Advisory			
8:38-9:20	DEAR	DEAR 907	DEAR 910	DEAR 904
9:23-10:03	Block 1	ELA 903	SS 910	Math 901
10:05-10:15	Snack & Chill			
10:17-10:57	Block 2	SS 910	Math 901	ELA 903
11:00 - 11:40	Block 3	Math 901	ELA 903	SS 910
11:43-12:25	Lunch			

<b>Monday - Thursday</b>		<b>Lonepines</b>	<b>Bears</b>			<b>Elective Schedule</b>		<b>Lonepines</b>	<b>Bears</b>		
7:45-8:00	Breakfast										
8:00-8:35	Advisory							<b>Mon/Weds</b>	PE or Music	CompSci	
8:38-9:10	DEAR	DEAR 902	DEAR 909					<b>Tues/Thurs</b>	CompSci	PE or Music	
9:13-10:13	Block 1	ELA 902	MATH 909								
10:16-10:26	Snack & Chill										
10:29-11:29	Block 2	MATH 909	ELA 902			8th Grade Schedule 2018 - 2019					
11:32-12:32	Block 3	<b>Elective</b>	<b>Elective</b>								
12:35-1:15	LUNCH										
1:18-2:18	Block 4	SS 902	Science 909								
2:21-3:21	Block 5	Science 909	SS 902								
<b>FRIDAY [NO ELA]</b>		<b>Lonepines</b>	<b>Bears</b>			<b>FRIDAY</b>		<b>Lonepines</b>	<b>Bears</b>		
7:45-8:00	Breakfast					7:45-8:00	Breakfast				
8:00-8:35	Advisory					8:00-8:35	Advisory				
8:38-9:20	DEAR	DEAR	DEAR			8:38-9:20	DEAR	DEAR	DEAR		
9:23-10:03	Block 1	PE or Music	Sci/Math			9:23-10:03	Block 1	PE or Music	Sci/Math		
10:05-10:15	Snack & Chill					10:05-10:15	Snack & Chill				
10:17-10:57	Block 2	Sci/Math	PE or Music			10:17-10:57	Block 2	Sci/Math	PE or Music		
11:00 - 11:40	Block 3	Study Hall	Study Hall			11:00 - 11:40	Block 3	Study Hall	Study Hall		
11:43-12:25	Lunch					11:43-12:25	Lunch				
<b>FRIDAY [NO MATH]</b>		<b>Lonepines</b>	<b>Bears</b>			<b>FRIDAY [NO SCIENCE]</b>		<b>Lonepines</b>	<b>Bears</b>		
7:45-8:00	Breakfast					7:45-8:00	Breakfast				
8:00-8:35	Advisory					8:00-8:35	Advisory				
8:38-9:20	DEAR	DEAR	DEAR			8:38-9:20	DEAR	DEAR	DEAR		
9:23-10:03	Block 1	PE or Music	SS/ELA			9:23-10:03	Block 1	PE or Music	SS/ELA		
10:05-10:15	Snack & Chill					10:05-10:15	Snack & Chill				
10:17-10:57	Block 2	SS/ELA	PE or Music			10:17-10:57	Block 2	SS/ELA	PE or Music		
11:00 - 11:40	Block 3	Study Hall	Study Hall			11:00 - 11:40	Block 3	Study Hall	Study Hall		
11:43-12:25	Lunch					11:43-12:25	Lunch				

## **Appendix A-4: Caliber Schools Policy Manual**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

# **Caliber Schools**

## **Student Services**

### **Policy Manual**

Caliber: Beta Academy  
Mailing Address: PO Box 5282 Richmond, CA 94805  
(510) 685-9886 office      [www.caliberbetaacademy.org](http://www.caliberbetaacademy.org)

Caliber: ChangeMakers Academy  
Mailing Address: PO Box 5282 Richmond, CA 94805  
(707) 980-9023 office      [www.calibercma.org](http://www.calibercma.org)

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# Caliber Schools

## Educational Records and Student Information Policy

Policy No: \_\_\_\_\_ No: 01

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

The Board of Directors of Caliber Schools ("Charter School"), a California nonprofit public benefit corporation operating public charter schools, adopts this Educational Records and Student Information Policy to apply to all educational records and student information maintained by Caliber Schools.

### I. DEFINITIONS

#### 1. **Education Record**

An education record is any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche containing information directly relating to a student that is maintained by Caliber Schools or by a party acting for Caliber Schools. Such information includes, but is not limited to:

- a. Date and place of birth; parent and/or guardian's address, mother's maiden name and where the parties may be contacted for emergency purposes;
- b. Grades, test scores, courses taken, academic specializations and school activities;
- c. Special education records;
- d. Disciplinary records;
- e. Medical and health records;
- f. Attendance records and records of past schools attended;
- g. Personal information such as, but not limited to, a student's name, the name of a student's parent or other family member, student identification numbers, social security numbers, photographs, biometric record or any other type of information that aids in identification of a student.

An education record does not include any of the following:

- a. Records of instructional, supervisory, and administrative personnel and educational personnel ancillary thereto which are in the sole possession of the maker thereof and which are not accessible or revealed to any other person except a substitute;
- b. Records maintained by a law enforcement unit of Caliber Schools that

were created by that law enforcement unit for the purpose of law enforcement;

- c. In the case of a person who is employed by Caliber Schools but who is not in attendance at such agency or institution, records made and maintained in the normal course of business, relate exclusively to the individual in that individual's capacity as an employee; and are not available for use for any other purpose;
- d. Records of a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: a) made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in his or her professional capacity or assisting in a paraprofessional capacity; b) made, maintained, or used only in connection with treatment of the student; and c) disclosed only to individuals providing the treatment. For the purpose of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at Caliber Schools;
- e. Records that only contain information about an individual after he or she is no longer a student at Caliber Schools; or
- f. Grades on peer-graded papers before they are collected and recorded by a teacher.

## **2. Personally Identifiable Information**

Personally identifiable information is information about a student that is contained in his or her education records that cannot be disclosed without compliance with the requirements of FERPA. Personally identifiable information includes, but is not limited to: a student's name; the name of a student's parent or other family member; the address of a student or student's family; a personal identifier, such as the student's Social Security number, student number or biometric record; other indirect identifiers, such as the student's date of birth, place of birth, and mother's maiden name; other information that, alone or in combinations, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the Caliber Schools reasonably believes knows the identity of the student to whom the education record relates.

## **3. Directory Information**

Caliber Schools may disclose the personally identifiable information that it has designated as directory information, consistent with the terms of Caliber Schools annual notice provided pursuant to the Family Educational Rights and

Privacy Act of 2001 (20 U.S.C. § 1232g) ("FERPA"). Caliber Schools has designated the following information as directory information:

- Student's name
- Student's address
- Parent/guardian's address
- Telephone listing
- Student's electronic mail address
- Parent/guardian's electronic mail address
- Photograph
- Date and place of birth
- Dates of attendance
- Grade level
- Weight and height of members of athletic teams
- Degrees, honors, and awards received
- The most recent educational agency or institution attended
- Student ID number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's SSN, in whole or in part, cannot be used for this purpose.)

4. **Parent**

Parent means a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a person who holds educational rights for that student..

5. **Eligible Student**

Eligible student means a student who has reached eighteen (18) years of age.

6. **School Official**

A school official is a person employed by Caliber Schools as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Board of Directors of Caliber Schools. A school official also may include a volunteer or an independent contractor outside of Caliber Schools who performs an institutional service or function for which Caliber Schools would otherwise use its own employees and who is under the direct control of Caliber Schools with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.

6. **Legitimate Educational Interest**

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.



## II. DISCLOSURE OF DIRECTORY INFORMATION

At the beginning of each year, Caliber Schools shall provide parents and eligible students with a notice containing the following information: 1) The type of personally identifiable information it designates as directory information; 2) The parent's or eligible student's right to request that Caliber Schools not release "directory information" without obtaining prior written consent from parent or eligible student; and 3) The period of time within which a parent or eligible student may notify Caliber Schools in writing of the categories of "directory information" that it may not disclose without the parent or eligible student's prior written consent.

## III. ANNUAL NOTIFICATION TO PARENTS AND ELIGIBLE STUDENTS

At the beginning of each school year, in addition to the notice required for directory information, Caliber Schools shall provide parents and eligible students with a notice of their rights under the FERPA. The notice shall inform the parents and eligible students that they have the right to:

1. Inspect and review the student's education records;
2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading or otherwise in violation of the student's privacy rights;
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that disclosure is permitted without prior written consent pursuant to FERPA; and
4. File with the U.S. Department of Education a complaint concerning alleged failures by Caliber Schools to comply with the requirements of FERPA and its promulgated regulations.
5. Request that Caliber Schools not release student names, addresses and telephone listings to military recruiters or institutions of higher education without prior written parental consent.

The notice must also include the following:

1. The procedure for exercising the right to inspect and review educational records;
2. The procedure for requesting amendment of records;
3. A statement that Caliber Schools forwards education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll;
4. The criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.

#### IV. PARENTAL AND ELIGIBLE STUDENT RIGHTS RELATING TO EDUCATION RECORDS

Parents and eligible students have the right to review the student's education records. In order to do so, parents and eligible students shall submit a request to review education records in writing to the School Leader (also known as the "Principal"). Within five (5) business days, Caliber Schools shall comply with the request.

**1. Copies of Education Records**

Caliber Schools will provide copies of requested documents within five (5) business days of a written request for copies. Caliber Schools may charge reasonable fees for copies it provides to parents or eligible students. The charge will not include a fee to search for or to retrieve the education records.

**2. Request for Amendment to Education Records**

Following the inspection and review of a student's education record, a parent or eligible student may file a written request with the School Leader to correct or remove any information in the student's education record that is any of the following:

- (1) Inaccurate;
- (2) An unsubstantiated personal conclusion or inference;
- (3) A conclusion or inference outside of the observer's area of competence;
- (4) Not based on the personal observation of a named person with the time and place of the observation noted;
- (5) Misleading; or
- (6) In violation of the privacy rights of the student.

Caliber Schools will respond within thirty (30) days of the receipt of the request to amend. Caliber Schools' response will be in writing and if the request for amendment is denied, Caliber Schools will set forth the reason for the denial and inform the parent or eligible student of his or her right to a hearing challenging the content of the education record.

If the School Leader sustains any or all of the allegations, he or she must order the correction or the removal and destruction of the information. The School Leader or School Leader's designee must then inform the parent or eligible student of the amendment in writing. However, the School Leader shall not order a pupil's grade to be changed, unless the teacher who determined the grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which the grade was given and is, to the extent practicable, included in all discussions relating to the changing of the grade.

### **3. Hearing to Challenge Education Record**

If Caliber Schools denies a parent or eligible student's request to amend an education record, the parent or eligible student may request in writing that he/she be given the opportunity for a hearing to challenge the content of the student's education records on the grounds that the information contained in the education records is inaccurate, misleading or in violation of the privacy rights of the student.

The School Leader or the Board Chair may convene a hearing panel to assist in making determinations regarding educational record challenges provided that the parent has given written consent to release information from the pupil's records to the members of the panel convened. The hearing panel shall consist of the following persons:

- 1) The School Leader of a public school other than the public school at which the record is on file;
- 2) A certificated employee; and
- 3) A parent appointed by the School Leader or by the Board of Directors, depending upon who convenes the panel.

The hearing to challenge the education record shall be held within thirty (30) days of the date of the request for a hearing, notice of the date, time and place of the hearing will be sent by Caliber Schools to the parent or eligible student no later than twenty (20) days before the hearing.

The hearing will be conducted by the School Leader or his/her designee, who shall not be required to use formal rules of evidence or procedure. The parent or eligible student will be given a full and fair opportunity to present evidence relevant to the issues relating to the challenge to the education record. The parent or eligible student may also, at his/her own expense, be assisted or represented by one or more individuals of his/her choice, including an attorney. The decision of the School Leader or his/her designee will be based solely on the evidence presented at the hearing and is final. Within thirty (30) days after the conclusion of the hearing, Caliber Schools' decision regarding the challenge will be made in writing and will include a summary of the evidence and the reasons for the decision.

If, as a result of the hearing, the Caliber Schools decides that the information is inaccurate, misleading or otherwise in violation of the privacy rights of the student, it will amend the record accordingly and inform the parent or eligible student of the amendment in writing.

If, as a result of the hearing, Caliber Schools decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy rights of the student, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of Caliber Schools, or both. If Caliber Schools places a statement by the parent or eligible student in the education records of a student, it will maintain the

statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

#### V. DISCLOSURE OF EDUCATION RECORDS AND DIRECTORY INFORMATION

Caliber Schools must have a signed and dated written consent from the parent or eligible student before releasing any non-directory information from a student's education record except as provided below. The written permission must specify the records that may be disclosed, the purpose of the disclosure and the party or class of parties to whom the disclosure may be made. When disclosure is made pursuant to written permission, the parent or eligible student may request a copy of the disclosed records. Signed and dated written consent may include a record and signature in electronic form if it identifies and authenticates a particular person as the source of the electronic consent and indicates such person's approval of the information contained in the electronic consent.

Caliber Schools will only disclose personally identifiable information on the condition that the receiving party not disclose the information to any party without the prior written consent of the parent or eligible student and that the receiving party use the information for the purposes for which the disclosure was made. This restriction does not apply to disclosures that fall within the disclosure exceptions listed below. Caliber Schools must maintain the appropriate records related to these disclosure exceptions, as described below. Except for disclosures pursuant to a judicial order or lawfully issued subpoena, or directory information or to parents or eligible students, the Caliber Schools will inform a receiving party of the requirement that the party not disclose the information to any other party without the prior written consent of the parent or eligible student and that the receiving party use it for the purpose for which the disclosure was made.

Caliber Schools will disclose education records, without prior written consent of the parent or eligible student, to the following parties:

1. School employees who have a legitimate educational interest as defined by 34 C.F.R. Part 99;
2. Other schools to which a student seeks or intends to enroll so long as the disclosure is for purposes related to the student's enrollment or transfer. Caliber Schools will make a reasonable attempt to notify the parent or eligible student of the request for records at his/her last known address, unless the disclosure is initiated by the parent or eligible student. Additionally, Caliber Schools will give the parent or eligible student, upon request, a copy of the record that was disclosed and give the parent or eligible student, upon request, an opportunity for hearing pursuant to Section (IV)(3) above;
3. Certain government officials listed in 20 U.S.C. § 1232g(b)(1) in order to carry out lawful functions;
4. Appropriate parties in connection with a student's application for, or receipt of, financial aid if it is necessary to determine eligibility, amount of aid, conditions for aid or enforcing the terms and conditions of the aid;

5. Organizations conducting certain studies for the Caliber Schools in accordance with 20 U.S.C. § 1232g(b)(1)(F);
6. Accrediting organizations in order to carry out their accrediting functions;
7. Parents of a dependent student as defined in section 152 of the Internal Revenue Code of 1986;
8. Individuals or entities, in compliance with a judicial order or lawfully issued subpoena. Subject to the exceptions found in 34 C.F.R. 99.31(a)(9)(i), reasonable effort must be made to notify the parent or eligible student of the order or subpoena in advance of compliance, so that the parent or eligible student may seek a protective order;
9. Persons who need to know in cases of health and safety emergencies;
10. State and local authorities, within a juvenile justice system, pursuant to specific State law;
11. A foster family agency with jurisdiction over a currently enrolled or former student, a short-term residential treatment program staff responsible for the education or case management of a student, and a caregiver (regardless of whether the caregiver has been appointed as the pupil's educational rights holder) who has direct responsibility for the care of the student, including a certified or licensed foster parent, an approved relative or non-related extended family member, or a resource family, may access the current or most recent records of grades, transcripts, attendance, discipline, and online communication on platforms established by Caliber Schools for student and parents, and any individualized education program ("IEP") or Section 504 plan that may have been developed or maintained by Caliber Schools.
12. A victim of an alleged perpetrator of a crime of violence or a non-forcible sex offense. The disclosure may only include final results of the disciplinary proceedings conducted by Caliber Schools with respect to that alleged crime or offense. Caliber Schools may disclose the final results of the disciplinary proceeding, regardless of whether Caliber Schools concluded a violation was committed.

## VI. RECORD KEEPING REQUIREMENTS

Caliber Schools will maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student for as long as the records are maintained. For each request, the record must include the following information: the parties who have requested or received the information and the legitimate interests the parties had in requesting or obtaining the information.

For disclosures of personally identifiable information to institutions that make disclosures of the information on behalf of Caliber Schools in accordance with 34 C.F.R. 99.33(b), the record must include the names of the additional parties to which the receiving party may disclose the information on behalf of Caliber Schools and the legitimate interests that each of the additional parties has in requesting or obtaining the information.

These record keeping requirements do not apply to requests from or disclosure to parents and eligible students, Caliber Schools officials with a legitimate purpose of inspecting the records, a party with written consent from the parent or eligible student, a party seeking directory information, or a party seeking or receiving the records as directed by a court order or subpoena.

The records relating to disclosures of personally identifiable student information may be inspected by parents and eligible students, Caliber Schools officials (or their assistants) responsible for the custody of the records, and parties authorized by regulations for the purpose of auditing the recordkeeping procedures of Caliber Schools.

Student cumulative records may not be removed from the premises of the Caliber Schools, unless the individual removing the record has a legitimate educational interest, and is authorized by the School Leader, or by a majority of a quorum of the Board of Directors at a duly agendized meeting. Employees who remove student cumulative records or other student records from the Caliber Schools premises without a legitimate educational interest and authorization may be subject to discipline. Employees are permitted to take student work-product, or other appropriate student records, off premises without authorization for legitimate academic purposes (e.g. grading work-product, assigning credit, reviewing materials for classroom discussion, etc.)

## VII. COMPLAINTS

Parents and eligible students have the right to file a complaint with the U.S. Department of Education concerning alleged failures by Caliber Schools to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue. S.W.  
Washington, D.C. 20202-5920

## Caliber Schools

### **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**

Policy No:     No: 02    

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

Discrimination, sexual harassment, harassment, intimidation, and bullying are all disruptive behaviors, which interfere with students' ability to learn and negatively affect student engagement, diminish school safety, and contribute to a hostile school environment. As such, Caliber Schools ("Charter School") prohibits any acts of discrimination, sexual harassment, harassment, intimidation, and bullying altogether. This policy is inclusive of instances that occur on any area of the school campus, at school-sponsored events and activities, regardless of location, through school-owned technology, and through other electronic means.

As used in this policy, discrimination, sexual harassment, harassment, intimidation, and bullying are described as the intentional conduct, including verbal, physical, written communication or cyber-bullying, including cyber sexual bullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation. In addition, bullying encompasses any conduct described in the definitions set forth in this Policy. Hereafter, such actions are referred to as "misconduct prohibited by this Policy."

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School school staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

**Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator  
("Coordinator"):**

ASHLEE GUTIERREZ, SCHOOL LEADER

Caliber: Beta Academy  
4301 Berk Avenue Richmond CA 9480  
Phone Number: (510) 685-9886

RACHAEL WEINGARTEN, SCHOOL LEADER  
Caliber: ChangeMakers Academy  
500 Oregon Street Vallejo CA 94590  
Phone Number: (707) 563-9827

## **Definitions**

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement or interfering with school because of sex, race or any other protected basis
- Retaliation for reporting or threatening to report harassment
- Deferential or preferential treatment based on any of the protected classes above

### **Prohibited Unlawful Harassment under Title IX**

Title IX (20 U.S.C. § 1681 *et. seq*; 34 C.F.R. § 106.1 *et. seq*) and California state law prohibit harassment on the basis of sex. In accordance with these existing laws, discrimination on the basis of sex in education institutions is prohibited. All persons, regardless of sex, are afforded equal rights and opportunities and freedom from unlawful discrimination in education programs or activities conducted by Charter School.

Charter School is committed to providing an educational environment free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when: (a) submission to the conduct is explicitly or implicitly made a term or a condition of an individual's education, academic status, or progress; (b) submission to, or rejection of, the conduct by the individual is used as the basis of educational or academic decisions affecting the individual; (c) the conduct has the purpose or effect of having a negative impact upon the individual's academic performance, or of creating an intimidating, hostile, or offensive educational environment; and/or (d) submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the educational institution.

It is also unlawful to retaliate in any way against an individual who has articulated a good faith concern about sexual harassment against him/her or against another individual.

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults and



- Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience
  - Preferential treatment or promises of preferential treatment to an individual for submitting to sexual conduct, including soliciting or attempting to solicit any individual to engage in sexual activity for compensation or reward or deferential treatment for rejecting sexual conduct
  - Subjecting or threats of subjecting a student to unwelcome sexual attention or conduct or intentionally making the student's academic performance more difficult because of the student's sex
- Sexual or discriminatory displays or publications anywhere in the educational environment, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing or possessing any such material to read, display or view in the educational environment
  - Reading publicly or otherwise publicizing in the educational environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic, and
  - Displaying signs or other materials purporting to segregate an individual by sex in an area of the educational environment (other than restrooms or similar rooms)

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this Policy.

### **Prohibited Bullying**

**Bullying** is defined as any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act. Bullying includes one or more acts committed by a student group or group of students that may constitute as sexual harassment, hate violence, or creates an intimidating and/or hostile educational environment, directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

1. Placing a reasonable pupil\* or pupils in fear of harm to that pupil's or those pupils' person or property.
2. Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable pupil to experience a substantial interference with his or her academic performance.

4. Causing a reasonable pupil to experience a substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Charter School.

\* "Reasonable pupil" is defined as a pupil, including, but not limited to, an exceptional needs pupil, who exercises care, skill and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

**Cyberbullying** is an electronic act that includes the transmission of harassing communication, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

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

1. A message, text, sound, video, or image.
2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in the definition of "bullying," above
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in the definition of "bullying," above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated
  - c. Creating a false profile for the purpose of having one or more of the effects listed in the definition of "bullying," above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of "Cyber sexual bullying" including, but not limited to:
  - a. The dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in definition of "bullying," above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. "Cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

4. Notwithstanding the definitions of “bullying” and “electronic act” above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

## Grievance Procedures

### **1. Reporting**

All staff are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or become aware of misconduct prohibited by this Policy, to intervene as soon as it is safe to do so, call for assistance, and report such incidents. The Board requires staff to follow the procedures in this policy for reporting alleged acts of misconduct prohibited by this Policy.

Any student who believes they have been subject to misconduct prohibited by this Policy or has witnessed such prohibited misconduct is encouraged to immediately report such misconduct to the Coordinator:

ASHLEE GUTIERREZ, SCHOOL LEADER  
Caliber: Beta Academy  
4301 Berk Avenue Richmond CA 9480  
Phone Number: (510) 685-9886

RACHAEL WEINGARTEN, SCHOOL LEADER  
Caliber: ChangeMakers Academy  
500 Oregon Street Vallejo CA 94590  
Phone Number: (707) 563-9827

Complaints regarding such misconduct may also be made to the U.S. Department of Education, Office for Civil Rights.

While submission of a written report is not required, the reporting party is encouraged to submit a written report to the Coordinator. Oral reports shall also be considered official reports. Reports may be made anonymously, but formal disciplinary action cannot be based solely on an anonymous report.

Students are expected to report all incidents of misconduct prohibited by this Policy or other verbal, or physical abuses. Any student who feels she/he is a target of such behavior should immediately contact a teacher, counselor, the School Leader, Coordinator, a staff person or a family member so that she/he can get assistance in resolving the issue in a manner that is consistent with this Policy.

Caliber Schools acknowledges and respects every individual’s right to privacy. All reports shall be investigated in a manner that protects the confidentiality of the parties and the integrity of the process. This includes keeping the identity of the reporter confidential, as appropriate, except to the extent necessary to carry out the investigation and/or to resolve

the issue, as determined by the Coordinator or administrative designee on a case-by-case basis.

Caliber Schools prohibits any form of retaliation against any reporter in the reporting process, including but not limited to a reporter's filing of a complaint or the reporting of instances of misconduct prohibited by this Policy. Such participation shall not in any way affect the status, grades, or work assignments of the reporter.

All supervisors of staff will receive sexual harassment training within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. All staff will receive sexual harassment training and/or instruction concerning sexual harassment as required by law.

## **2. Investigation**

Upon receipt of a report of misconduct prohibited by this Policy from a student, staff member, parent, volunteer, visitor or affiliate of Caliber Schools, the Coordinator or administrative designee will promptly initiate an investigation. In most cases, a thorough investigation will take no more than seven (7) school days. If the Coordinator, or administrative designee determines that an investigation will take longer than seven (7) school days, he or she will inform the complainant and any other relevant parties and provide an approximate date when the investigation will be complete.

At the conclusion of the investigation, the Coordinator or administrative designee will meet with the complainant and, to the extent possible with respect to confidentiality laws, provide the complainant with information about the investigation, including any actions necessary to resolve the incident/situation. However, in no case may the Coordinator or administrative designee reveal confidential information related to other students or employees, including the type and extent of discipline issued against such students or employees.

All records related to any investigation of complaints under this Policy are maintained in a secure location.

## **3. Consequences**

Students or employees who engage in misconduct prohibited by this Policy will be subject to disciplinary action.

## **4. Uniform Complaint Procedures**

When harassment or bullying is based upon one of the protected characteristics set forth in this Policy, a complainant may also fill out a Uniform Complaint Procedures ("UCP") complaint form at any time during the process, consistent with the procedures laid out in this Handbook.

## **5. Right of Appeal**

Should the Complainant find the Coordinator's resolution unsatisfactory, he/she may, within five (5) school days, file an appeal with the Designated Appeals Committee. In such cases, at least three (3) certificated School employees who are unfamiliar with the case and who have

been previously designated and trained for this purpose shall be assembled to conduct a confidential review of the Complainant's appeal and render a final decision

## Caliber Schools

### Title IX, Harassment, Intimidation, Discrimination, and Bullying Complaint Form

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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**I hereby authorize Caliber Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.**

\_\_\_\_\_  
Signature of Complainant

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

\_\_\_\_\_  
Print Name

#### **To be completed by the Charter School:**

Received by: \_\_\_\_\_

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

Follow up Meeting with Complainant held on: \_\_\_\_\_

## Caliber Schools

### Attendance and Truancy Policy

Policy No: No: 03

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

It is very important for your child to be on time and present every school day. Tardiness and unexcused absences have a negative effect on your child's educational achievement. Since public funding is also tied to student attendance, your child's absence also impacts your school's budget.

#### **Late, Tardy, Unexcused Absences**

**Late:** A student arriving during the first 30 minutes of school is considered late. That student will be marked late on that day's attendance. Once a student accumulates 10 late arrivals they will be required to attend a mandatory family workshop and/or meet with a School Leader to discuss ways to ensure they arrive to school promptly each day.

**Tardy:** A student arriving to class 30+ minutes after the start of school is considered tardy. That student will be marked tardy on that day's attendance. When a student is tardy, he or she is missing significant parts of the school day.

**Unexcused absences:** Proper notification and/or documentation is required for a student's absence from school to be considered excused and to be marked as excused on the child's attendance record. Some kinds of absences may not be considered excused, even with proper documentation. These include but are not limited to the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, extra-curricular activities not approved by the School Leader.

The chart below explains the type of notification and/or documentation required to "excuse" a child's absence for different reasons.

Reason	Documentation Needed	Other Info.
Personal Illness	Parents' notification required. A Doctor's office signed note for 3 or more consecutive sick days.	When a student has had more than 10 absent days in the school year due to illness a Doctor's office signed note is required for any additional sick days.
Quarantine	As directed by Department of Health	
Health related appointments/treatments (medical, dental, optometric, or	Doctor's office signed note	

chiropractic)		
Attending funeral services of immediate family	one (1) day if the service held in California; three (3) days if the service is held out of state	"Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
Extra-curricular activities	Approved participation by Charter School required	Approved at the discretion of the School Leader
Personal/Family Emergencies (School Leader's discretion)	Parents' notification required	Approved at the discretion of the School Leader
Religious Holiday/Ceremony/Retreat	Parents' notification required.	The student shall be excused for this purpose on no more than four (4) school days per month
Any absence accompanied by prior approval from the School Leader	Note from School Leader required	
Court Appearances	Notice from court required	
Attendance at the Student's Naturalization Ceremony to become a U.S. Citizen	Parents' notification required.	

### **Leaving School During the Day**

Under no circumstances may a student go home without the permission of a parent or guardian. It is expected that parents/guardians will make every effort to schedule appointments after school. However, if an appointment during the school day is unavoidable, the student must bring a signed note from his/her parent/guardian that includes the reason for the partial absence, the time of departure from school, and the estimated time of the student's return to school. If the student has a doctor's appointment the student must bring a note from the doctor upon return. Students who become ill at school must check in at the office and remain at school until the child's parent/guardian arrives/gives permission for the student to leave campus.

### **Vacations**

Caliber has vacations built into its school calendar. Vacations should be planned around these dates. Students who take additional vacation time are not assured make-up work or credit and such days may be treated as unexcused absences under this policy.

### **First Day of School "No Show" Policy:**

When students are not in attendance on the first five (5) days of school, the Charter School will attempt to reach the parent/guardian on a daily basis for each of the first five days to determine whether the student has an excused absence, consistent with the process outlined in this policy. If the student has a basis for an excused absence, parents must notify the school of the absence and



provide documentation consistent with this policy. However, consistent with process below, students who are not in attendance due to an unexcused absence by the fifth day of school will be dis-enrolled from the school roster, as it will be assumed that the student has chosen another school option. The school will adhere to the following procedures in such “no show” cases:

1. Parents of students who are not in attendance on the first (1) day of school will be contacted by phone to ensure their intent to enroll.
2. Parents of students who have indicated their intent to enroll, but have not attended by the third (3) day will receive a letter indicating the student will be disenrolled after the fifth day of school if the student has not attended school without valid excuse.
3. Parents of students who have indicated their intent to enroll, but have not attended by the fifth (5) day will receive a phone call reiterating the content of the letter.
4. Parents of students who have not attended by the sixth (6) day, and do not have an excused absence as defined above for not being in attendance will be disenrolled from the roster.
5. The Charter School will use the contact information provided by the parent/guardian in the registration packet.
6. The District of Residence will be notified of the student’s failure to attend Charter School and the disenrollment.

#### **Truancy Policies**

Truant Student (3 unexcused absences/ tardies)	<ul style="list-style-type: none"> <li>● Certified letter mailed home to Parents/Guardians</li> <li>● Parents/Guardians will receive a phone call from a Parent/School Leader to discuss attendance</li> </ul>
Habitual Truant (9 unexcused absences/tardies)	<ul style="list-style-type: none"> <li>● Certified letter mailed home to Parents/Guardians</li> <li>● Parents/Guardians will be invited to a Family Workshop and a Parent/School Leader meeting to discuss attendance</li> <li>● Student and Parents required to sign an Attendance Contract</li> </ul>
Student Attendance Review Team (“SART”) meeting (10 unexcused absences/tardies)	<ul style="list-style-type: none"> <li>● Certified letter mailed home to Parents/Guardians</li> <li>● Parents/Guardians require to meet with representative of Charter School SART Board</li> <li>● SART contract signed clearly stating further truancy may result in a referral to the district attorney</li> </ul>
Referral to Contra Costa County DA office of Truancy (10+ Unexcused Absences/Tardies and/or violation of SART contract)	<ul style="list-style-type: none"> <li>● Summons to appear in court, possible court ordered parenting class, fine, and/or misdemeanor charge</li> <li>● Possible court ordered parenting class</li> <li>● Possible fines and/or misdemeanor charges</li> </ul>
Voluntary Disenrollment (10+ Consecutive Unexcused Absences)	<ul style="list-style-type: none"> <li>● Parent/guardian cannot be reached at the number or address provided in the registration packet and does not otherwise respond to the Charter School’s communication attempts, and/or</li> <li>● Student is in violation of the SART contract</li> <li>● Then the SART panel can recommend that the student be</li> </ul>

	deemed to have voluntarily disenrolled and notification of the disenrollment be sent to the student's district of residence
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### **SART PANEL:**

The SART panel will be composed of the School Leader, the Student's teacher, the Operations Lead and the Assistant Principal.

The SART panel will discuss the absence problem with the Parent/Guardian to work on solutions, develop strategies, discuss appropriate support services for the student and his/her family, and establish a plan to resolve the attendance issue.

- a. The SART panel shall direct the parent/guardian that no further unexcused absences or tardies can be tolerated.
- b. The parent and student shall be required to sign a contract formalizing the agreement by the parents to improve the child's attendance or face additional administrative action. The contract will identify the corrective actions required in the future, and indicate that the SART panel shall have the authority to order one or more of the following consequences for non-compliance with the terms of the contract:
  - i. Parent/guardian to attend school with the child for one day
  - ii. Student retention
  - iii. After school detention program and/or Saturday school
  - iv. Required school counseling
  - v. Loss of field trip privileges
  - vi. Loss of school store privileges
  - vii. Loss of school event privileges
  - viii. Required remediation plan as set by the SART
  - ix. Notification to the District Attorney.
- c. The SART panel may discuss other school placement options.
- d. Notice of action recommended by the SART will be provided in writing to the parent/guardian.

If the conditions of the SART contract are not met, the student may incur additional administrative action up to and including disenrollment from the school and notification of the disenrollment sent to the student's district of residence.

For all communications set forth in this process, the Charter School will use the contact information provided by the parent/guardian in the registration packet. It is the parent's or guardian's responsibility to update the Charter School with any new contact information.

### **Removal from Charter School:**

If, after the above procedures have been followed, the student continues to have unexcused absences or tardies, the parent/guardian may receive notice that the student is in violation of the SART contract. The student and parent will then be required to appear before the SART panel

again to discuss the unexcused absences or tardies. After such meeting, or after reasonable attempts by the SART panel to schedule the meeting if the parent/guardian is nonresponsive, the SART panel may recommend that the student be deemed to have voluntarily disenrolled from the Charter School. The parent will receive written notice of the SART panel's recommendation.

In such a case, the SART panel shall then forward its recommendation to Caliber Schools' Chief Schools Officer for review of the matter and final decision. The parent/guardian will receive written notice of the recommendation and the date by which the Chief Schools Officer will complete their review and make their decision. Such notice shall be sent at least five (5) days prior to the review and decision. The Chief Schools Officer's decision shall be final as to that recommendation.

If there is a Board decision to disenroll, notice will be sent to the student's district of residence within thirty (30) days. A Board decision not to disenroll the student does not prevent the SART panel from making a similar recommendation in the future.

## Caliber Schools

### Uniform Complaint Procedures

Policy No: \_\_ No: 04 \_\_\_\_\_

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

Caliber Schools' ("Charter School") policy is to comply with applicable federal and state laws and regulations. The Charter School is the local agency primarily responsible for compliance with federal and state laws and regulations governing educational programs. Pursuant to this policy, persons responsible for conducting investigations shall be knowledgeable about the laws and programs which they are assigned to investigate. This complaint procedure is adopted to provide a uniform system of complaint processing for the following types of complaints:

- (1) Complaints of unlawful discrimination, harassment, intimidation or bullying against any protected group, including actual or perceived discrimination, on the basis of the actual or perceived characteristics of age, ancestry, color, mental disability, physical disability, ethnic group identification, immigration status, gender expression, gender identity, gender, genetic information, nationality, national origin, race or ethnicity, religion, medical condition, marital status, sex, or sexual orientation, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics in any Charter School program or activity; and
- (2) Complaints of violations of state or federal law and regulations governing the following programs including but not limited to: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.
- (3) A complaint may also be filed alleging that a pupil enrolled in a public school was required to pay a pupil fee for participation in an educational activity as those terms are defined below.
  - a. "Educational activity" means an activity offered by a school, school district, charter school or county office of education that constitutes an integral fundamental part of elementary and secondary education, including, but not limited to, curricular and extracurricular activities.

- b. “Pupil fee” means a fee, deposit or other charge imposed on pupils, or a pupil’s parents or guardians, in violation of Section 49011 of the Education Code and Section 5 of Article IX of the California Constitution, which require educational activities to be provided free of charge to all pupils without regard to their families’ ability or willingness to pay fees or request special waivers, as provided for in *Hartzell v. Connell* (1984) 35 Cal.3d 899. A pupil fee includes, but is not limited to, all of the following:
    - i. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
    - ii. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, uniform or other materials or equipment.
    - iii. A purchase that a pupil is required to make to obtain materials, supplies, equipment or uniforms associated with an educational activity.
  - c. A pupil fees complaint may be filed anonymously if the complaint provides evidence or information leading to evidence to support an allegation of noncompliance with laws relating to pupil fees.
  - d. If the Charter School finds merit in a pupil fees complaint the Charter School shall provide a remedy to all affected pupils, parents, and guardians that, where applicable, includes reasonable efforts by the Charter School to ensure full reimbursement to all affected pupils, parents, and guardians, subject to procedures established through regulations adopted by the state board.
  - e. Nothing in this section shall be interpreted to prohibit solicitation of voluntary donations of funds or property, voluntary participation in fundraising activities, or school districts, school, and other entities from providing pupils prizes or other recognition for voluntarily participating in fundraising activities.
- (4) Complaints of noncompliance with the requirements governing the Local Control Funding Formula, Local Control and Accountability Plans or Sections 47606.5 and 47607.3 of the Education Code, as applicable.
  - (5) Complaints of noncompliance with the requirements of Education Code Section 222 regarding the rights of lactating pupils on a school campus. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.
  - (6) Complaints of noncompliance with the requirements of Education Code Section 48645.7 regarding the rights of juvenile court school pupils when they become entitled to a diploma. If the Charter School finds merit in a complaint, or if the Superintendent finds merit in an appeal, the Charter School shall provide a remedy to the affected pupil.

The Charter School acknowledges and respects every individual's rights to privacy. Unlawful discrimination, harassment, intimidation or bullying complaints shall be investigated in a manner that protects (to the greatest extent reasonably possible) the confidentiality of the parties and the integrity of the process. The Charter School cannot guarantee anonymity of the complainant. This includes keeping the identity of the complainant confidential. However, the Charter School will attempt to do so as appropriate. The Charter School may find it necessary to disclose information regarding the complaint/complainant to the extent necessary to carry out the investigation or proceedings, as determined by the School Leader or designee on a case-by-case basis.

The Charter School prohibits any form of retaliation against any complainant in the complaint process, including but not limited to a complainant's filing of a complaint or the reporting of instances of unlawful discrimination, harassment, intimidation or bullying. Such participation shall not in any way affect the status, grades or work assignments of the complainant.

#### Compliance Officers

The Board of Directors designates the following compliance officer(s) to receive and investigate complaints and to ensure the Charter School's compliance with law:

**For complaints related to Caliber: Beta Academy:**

**ASHLEE GUTIERREZ, SCHOOL LEADER**

Caliber: Beta Academy

4301 Berk Avenue, Richmond CA 94804

Phone Number: (510) 685-9886

OR

**For complaints related to Caliber: ChangeMakers Academy:**

**RACHAEL WEINGARTEN, SCHOOL LEADER**

Caliber: ChangeMakers

500 Oregon Street, Vallejo CA 94590

Phone Number: (707) 563-9827

If the complaint is regarding the designated individual above, complaints can be directed to the following alternate compliance officer:

**MARKUS MULLARKEY, CHIEF OPERATING OFFICER**

Caliber Schools

4301 Berk Avenue, Richmond, CA 94804

Phone Number: 510-640-4407

The School Leader or designee shall ensure that employees designated to investigate complaints are knowledgeable about the laws and programs for which they are responsible. Designated employees may have access to legal counsel as determined by the School Leader or designee. Should a complaint be filed against the School Leader, the compliance officer for that case shall be the President of the Charter School Board of Directors.

#### Notifications

The School Leader or designee shall annually provide written notification of the Charter School's uniform complaint procedures to employees, students, parents and/or guardians, advisory committees, private school officials and other interested parties (e.g., Adult Education).

The annual notice shall be in English, and when necessary, in the primary language, pursuant to section 48985 of the Education Code if fifteen (15) percent or more of the pupils enrolled in the Charter School speak a single primary language other than English.

The School Leader or designee shall make available copies of the Charter School's uniform complaint procedures free of charge.

The annual notice shall include the following:

- (a) A statement that the Charter School is primarily responsible for compliance with federal and state laws and regulations.
- (b) A statement that a pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity.
- (c) A statement identifying the responsible staff member, position, or unit designated to receive complaints.
- (d) A statement that the complainant has a right to appeal the Charter School's decision to the CDE by filing a written appeal within 15 days of receiving the Charter School's decision.
- (e) A statement advising the complainant of any civil law remedies that may be available under state or federal discrimination, harassment, intimidation or bullying laws, if applicable, and of the appeal pursuant to Education Code § 262.3.
- (f) A statement that copies of the local educational agency complaint procedures shall be available free of charge.

#### Procedures

The following procedures shall be used to address all complaints which allege that the Charter School has violated federal or state laws or regulations governing educational programs. Compliance officers shall maintain a record of each complaint and subsequent related actions. All parties involved in allegations shall be notified when a complaint is filed, when a complaint meeting or hearing is scheduled, and when a decision or ruling is made.

- Step 1: Filing of Complaint

Any individual, public agency, or organization may file a written complaint of alleged noncompliance by the Charter School.

A complaint alleging unlawful discrimination, harassment, intimidation or bullying shall be initiated no later than six (6) months from the date when the alleged unlawful discrimination, harassment, intimidation or bullying occurred, or six (6) months from the date when the complainant first obtained knowledge of the facts of the alleged unlawful discrimination, harassment, intimidation or bullying. A complaint may be filed by a person who alleges that he/she personally suffered unlawful discrimination, harassment, intimidation or bullying or by a person who believes that an individual or any specific class

of individuals has been subjected to unlawful discrimination, harassment, intimidation or bullying.

Pupil fee complaints shall be filed not later than one (1) year from the date the alleged violation occurred.

The complaint shall be presented to the compliance officer who shall maintain a log of complaints received, providing each with a code number and date stamp.

If a complainant is unable to put a complaint in writing due to conditions such as a disability or illiteracy, the Charter School staff shall assist him/her in the filing of the complaint.

- Step 2: Mediation

Within three (3) days of receiving the complaint, the compliance officer may informally discuss with the complainant the possibility of using mediation. If the complainant agrees to mediation, the compliance officer shall make arrangements for this process.

Before initiating the mediation of an unlawful discrimination, harassment, intimidation or bullying complaint, the compliance officer shall ensure that all parties agree to make the mediator a party to related confidential information.

If the mediation process does not resolve the problem within the parameters of law, the compliance officer shall proceed with his/her investigation of the complaint.

The use of mediation shall not extend the Charter School's timelines for investigating and resolving the complaint unless the complainant agrees in writing to such an extension of time.

- Step 3: Investigation of Complaint

The compliance officer is encouraged to hold an investigative meeting within five (5) days of receiving the complaint or an unsuccessful attempt to mediate the complaint. This meeting shall provide an opportunity for the complainant and/or his/her representative to repeat the complaint orally.

The complainant and/or his/her representative shall have an opportunity to present the complaint and evidence or information leading to evidence to support the allegations in the complaint.

A complainant's refusal to provide the Charter School's investigator with documents or other evidence related to the allegations in the complaint, or his/her failure or refusal to cooperate in the investigation or his/her engagement in any other obstruction of the investigation, may result in the dismissal of the complaint because of a lack of evidence to support the allegation.



The Charter School's refusal to provide the investigator with access to records and/or other information related to the allegation in the complaint, or its failure or refusal to cooperate in the investigation or its engagement in any other obstruction of the investigation, may result in a finding, based on evidence collected, that a violation has occurred and may result in the imposition of a remedy in favor of the complainant.

- Step 4: Response

Unless extended by written agreement with the complainant, the compliance officer shall prepare and send to the complainant a written report of the Charter School's investigation and decision, as described in Step #5 below, within sixty (60) days of the Charter School's receipt of the complaint.

- Step 5: Final Written Decision

The Charter School's decision shall be in writing and sent to the complainant. The Charter School's decision shall be written in English and in the language of the complainant whenever feasible or as required by law.

The decision shall include:

1. The findings of fact based on evidence gathered.
2. The conclusion(s) of law.
3. Disposition of the complaint.
4. Rationale for such disposition.
5. Corrective actions, if any are warranted.
6. Notice of the complainant's right to appeal the Charter School's decision within fifteen (15) days to the CDE and procedures to be followed for initiating such an appeal.
7. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, notice that the complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies.
8. For unlawful discrimination, harassment, intimidation or bullying complaints arising under federal law such complaint may be made at any time to the U.S. Department of Education, Office for Civil Rights.

If an employee is disciplined as a result of the complaint, the decision shall simply state that effective action was taken and that the employee was informed of the Charter School's expectations. The report shall not give any further information as to the nature of the disciplinary action.

### Appeals to the California Department of Education

If dissatisfied with the Charter School's decision, the complainant may appeal in writing to the CDE within fifteen (15) days of receiving the Charter School's decision. When appealing to the CDE, the complainant must specify the basis for the appeal of the decision and whether the facts are incorrect and/or the law has been misapplied. The appeal shall be accompanied by a copy of the locally filed complaint and a copy of the Charter School's decision.

Upon notification by the CDE that the complainant has appealed the Charter School's decision, the School Leader or designee shall forward the following documents to the CDE:

1. A copy of the original complaint.
2. A copy of the decision.
3. A summary of the nature and extent of the investigation conducted by the Charter School, if not covered by the decision.
4. A copy of the investigation file, including but not limited to all notes, interviews, and documents submitted by all parties and gathered by the investigator.
5. A report of any action taken to resolve the complaint.
6. A copy of the Charter School's complaint procedures.
7. Other relevant information requested by the CDE.

The CDE may directly intervene in the complaint without waiting for action by the Charter School when one of the conditions listed in Title 5, California Code of Regulations, Section 4650 exists, including cases in which the Charter School has not taken action within sixty (60) days of the date the complaint was filed with the Charter School.

### Civil Law Remedies

A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders. For unlawful discrimination, harassment, intimidation or bullying complaints arising under state law, however, a complainant must wait until sixty (60) days have elapsed from the filing of an appeal with the CDE before pursuing civil law remedies. The moratorium does not apply to injunctive relief and is applicable only if the Charter School has appropriately, and in a timely manner, apprised the complainant of his/her right to file a complaint in accordance with 5 CCR 4622.

## UNIFORM COMPLAINT PROCEDURE FORM

Last Name: \_\_\_\_\_ First Name/MI: \_\_\_\_\_  
Student Name (if applicable): \_\_\_\_\_ Grade: \_\_\_\_\_ Date of Birth: \_\_\_\_\_  
Street Address/Apt. #: \_\_\_\_\_  
City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_  
Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_ Work Phone: \_\_\_\_\_  
School/Office of Alleged Violation: \_\_\_\_\_

**For allegation(s) of noncompliance, please check the program or activity referred to in your complaint, if applicable:**

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Adult Education            | <input type="checkbox"/> After School Education and Safety                                       | <input type="checkbox"/> Agricultural Vocational Education |
| <input type="checkbox"/> American Indian Education  | <input type="checkbox"/> Consolidated Categorical Aid  | <input type="checkbox"/> Career/Technical Education        |
| <input type="checkbox"/> Child Development Programs | <input type="checkbox"/> Child Nutrition   | <input type="checkbox"/> Foster/Homeless Youth             |
| <input type="checkbox"/> Migrant Education          | <input type="checkbox"/> No Child Left Behind Programs   | <input type="checkbox"/> Regional Occupational Programs    |
| <input type="checkbox"/> Special Education          | <input type="checkbox"/> Every Student Succeeds Act Prog.  | <input type="checkbox"/> Tobacco-Use Prevention Education  |
| <input type="checkbox"/> Pupil Fees                 | <input type="checkbox"/> State Preschool   | <input type="checkbox"/> Lactating Pupils                  |
| <input type="checkbox"/> Bilingual Education        | <input type="checkbox"/> Local Control Funding Formula/<br>Local Control and Accountability Plan | <input type="checkbox"/> Economic Impact Aid               |
|   |  | <input type="checkbox"/> Juvenile Court School Pupils      |

**For allegation(s) of unlawful discrimination, harassment, intimidation or bullying, please check the basis of the unlawful discrimination, harassment, intimidation or bullying described in your complaint, if applicable:**

- |  |  |  |
|--|--|--|
| <input type="checkbox"/> Age                             | <input type="checkbox"/> Gender / Gender Expression /<br>Gender Identity | <input type="checkbox"/> Sex (Actual or Perceived)   |
| <input type="checkbox"/> Ancestry                        | <input type="checkbox"/> Genetic Information                             | <input type="checkbox"/> Sexual Orientation (Actual or<br>Perceived)   |
| <input type="checkbox"/> Color                           | <input type="checkbox"/> National Origin                                 | <input type="checkbox"/> Based on association with a person<br>or group with one or more of these<br>actual or perceived characteristics |
| <input type="checkbox"/> Disability (Mental or Physical) | <input type="checkbox"/> Race or Ethnicity                               | <input type="checkbox"/> Marital Status  |
| <input type="checkbox"/> Ethnic Group Identification     | <input type="checkbox"/> Religion  |  |
| <input type="checkbox"/> Medical Condition               |  |  |
| <input type="checkbox"/> Immigration Status              |  |  |

1. Please give facts about the complaint. Provide details such as the names of those involved, dates, whether witnesses were present, etc., that may be helpful to the complaint investigator.

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2. Have you discussed your complaint or brought your complaint to any Charter School personnel? If you have, to whom did you take the complaint, and what was the result?

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Please provide copies of any written documents that may be relevant or supportive of your complaint.

I have attached supporting documents.

☐ Yes

☐ No

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Mail complaint and any relevant documents to:

**ASHLEE GUTIERREZ, SCHOOL LEADER**

Caliber: Beta Academy

4301 Berk Avenue Richmond CA 94804

Phone Number: (510) 685-9886

or

**RACHAEL WEINGARTEN, SCHOOL LEADER**

Caliber: ChangeMakers

500 Oregon Street Vallejo CA 94590

Phone Number: (707) 563-9827

# Caliber Schools

## Suspension/Expulsion Policy

Policy No: \_\_No. 05\_\_\_\_\_

Adopted/Ratified: \_\_\_\_\_

Revision Date: August 30, 2018

### Introduction

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

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

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

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

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

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

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

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

A. **Grounds for Suspension and Expulsion of Students**

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

B. **Enumerated Offenses**

1. **Discretionary Suspension Offenses:** Students may be suspended for any of the following acts when it is determined the student:
  - a) Caused, attempted to cause, or threatened to cause physical injury to another person.
  - b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- p) Engaged in or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which



would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- a) Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
  - b) Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
  - c) Causing a reasonable student to experience substantial interference with his or her academic performance.
  - d) Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by Caliber Schools.
- 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- a) A message, text, sound, video, or image.
  - b) A post on a social network Internet Web site including, but not limited to:
    - i. Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - d) An act of cyber sexual bullying.
    - i. For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - c) Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the School Leader or designee’s concurrence.

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

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

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.

- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand

dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, video, or image.
  - ii. A post on a social network Internet Web site including, but not limited to:
    - i. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
    - ii. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
    - iii. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
  - iii. An act of cyber sexual bullying.
    - i. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
    - ii. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a

juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the student:
- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

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

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

### **C. Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

#### **1. Conference**

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

The conference may be omitted if the School Leader or designee determines that an emergency situation exists. An emergency situation involves a clear and present

danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i).

This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

## **2. Notice to Parents/Guardians**

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

## **3. Suspension Time Limits/Recommendation for Expulsion**

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

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

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

determination, the student's suspension will be extended pending the results of an expulsion hearing.

D. **Authority to Expel**

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

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

E. **Expulsion Procedures**

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of Caliber School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;



5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. Caliber Schools must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the

entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

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

G. **Record of Hearing**

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

H. **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

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

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

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

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

#### **I. Written Notice to Expel**

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

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

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

This notice shall include the following:

- a) The student's name; and

- b) The specific expellable offense committed by the student

J. **Disciplinary Records**

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

K. **No Right to Appeal**

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

L. **Expelled Students/Alternative Education**

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

M. **Rehabilitation Plans**

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

N. **Readmission**

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

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

**1. Notification of SELPA**

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

**2. Services During Suspension**

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

**3. Procedural Safeguards/Manifestation Determination**

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct,, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

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

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

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

#### **4. Due Process Appeals**

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and the Charter School agree otherwise.

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

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

to others.

## **5. Special Circumstances**

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

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

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

## **6. Interim Alternative Educational Setting**

The student's interim alternative educational setting shall be determined by the student's IEP/504 Team.

## **7. Procedures for Students Not Yet Eligible for Special Education Services**

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

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

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

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

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

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

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



# Caliber Schools

## Student Use of Technology Policy

Policy No: \_\_ No: 06 \_\_\_\_\_

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

New technologies are modifying the way in which information may be accessed, communicated and transferred. Those changes also alter instruction and student learning. Caliber Schools (the “Charter School”) offers students access to technologies that may include Internet access, electronic mail, and equipment, such as computers, tablets, or other multimedia hardware. The Charter School Governing Board intends that technological resources provided by the school be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

### **Educational Purpose**

Use of Charter School equipment and access to the Internet via Charter School equipment and resource networks is intended to serve and pursue educational goals and purposes. Student use of the Internet is therefore limited to only those activities that further or enhance the delivery of education. Students and staff have a duty to use Charter School resources only in a manner specified in the Policy.

**“Educational purpose”** means classroom activities, research in academic subjects, career or professional development activities, Charter School approved personal research activities, or other purposes as defined by the Charter School from time to time.

**“Inappropriate use”** means a use that is inconsistent with an educational purpose or that is in clear violation of this policy and the Acceptable Use Agreement below.

### **Notice and Use**

The Charter School shall notify students and parents/guardians about authorized uses of school computers, user obligations and responsibilities, and consequences for unauthorized use and/or unlawful activities.

Before a student is authorized to use the Charter School's technological resources, the student's parent/guardian shall sign and return the Acceptable Use Agreement specifying user obligations and responsibilities. In that agreement, the student's parent/guardian shall agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes or negligence. They shall also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.

### **Safety**

The Charter School shall ensure that all Charter School computers with Internet access have a technology protection measure that blocks or filters Internet access to websites that have no educational purpose and/or contain visual depictions that are obscene, constitute child pornography, or that are harmful to minors. While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100%

effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, misuse, or user mistakes or negligence.

To reinforce these measures, the School Leader or designee shall implement rules and procedures designed to restrict students' access to harmful or inappropriate matter on the Internet and to ensure that students do not engage in unauthorized or unlawful online activities. Staff shall supervise students while they are using online services and may have teacher aides, student aides, and volunteers assist in this supervision.

The School Leader or designee also shall establish regulations to address the safety and security of students and student information when using email, chat rooms, and other forms of direct electronic communication.

The School Leader or designees shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, maintaining the student's online reputation and ensuring their personal safety by keeping their personal information private, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.<sup>1</sup> Students are expected to follow safe practices when using Charter School technology.

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<sup>1</sup> "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils, directed toward one or more pupils that has or can be reasonably predicted to have one or more of the following effects:

- Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupil's person or property.
- Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

As used in connection with "bullying," an "electronic act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- A message, text, sound, video, or image.
- A post on a social network Internet Web site, including, but not limited to:
  - Posting to or creating a "burn page" (i.e., an Internet Web site created for the purpose of bullying).
  - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects of bullying. To create a "credible impersonation" means to (knowingly and without consent) impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - Creating a false profile for the purpose of having one or more of the effects of bullying. A "false profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- An act of cyber sexual bullying. The term "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects of bullying. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act. The term "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

Students shall not use the Internet to perform any illegal act or to help others perform illegal acts. Illegal acts include, but are not limited to, any activities in violation of local, state, and federal law and/or accessing information designed to further criminal or dangerous activities. Such information includes, but is not limited to, information that if acted upon could cause damage, present a danger, or cause disruption to the Charter School, other students, or the community. Damaging, debilitating or disabling computers, computer networks or systems through the intentional or overuse of electronic distribution or the spreading of computer viruses or other harmful programs shall be prohibited. Any unauthorized online access to other computers by means of hacking into other computers, downloading hacker tools such as port scanners and password crackers designed to evade restrictions shall also be strictly prohibited.

Student use of Charter School computers to access social networking sites is not prohibited, but access is limited to educational purposes only. To the extent possible, the School Leader or designee shall block access to such sites on Charter School computers with Internet access. The School Leader or designee shall oversee the maintenance of the Charter School's technological resources and may establish guidelines and limits on their use.

All employees shall receive a copy of this policy and the accompanying Acceptable Use Agreement describing expectations for appropriate use of the system and shall also be provided with information about the role of staff in supervising student use of technological resources. All employees shall comply with this policy and the Acceptable Use Agreement, in addition to any separate policies governing employee use of technology.

Student use of school computers, networks, and Internet services is a privilege, not a right. Compliance with the Charter School's policies and rules concerning computer use is mandatory. Students who violate these policies and rules may have their computer privileges limited and may be subject to discipline, including but not limited to suspension or expulsion per school policy.

## ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, misuse, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - a. Playing games or online gaming other than with the permission of a teacher or authorized charter school staff person.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of school policy, or local, state or federal law.
  - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Participating in political activities.
  - h. Conducting for-profit business.
  - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
  - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
  - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and

provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of the parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

**As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.**

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor student shall be liable for the replacement cost for property the Charter School loaned to the student that the student fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code 48904).

Student Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_  
Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Caliber Schools

### Classroom and School Volunteer, Visitation, and Removal Policy

Policy No: \_\_ No: 07 \_\_\_\_\_

Adopted/Ratified: April 27, 2017

Revision Date: August 30, 2018

While Caliber Schools encourages parents/guardians and interested members of the community to visit the charter school and view the educational program, Caliber Schools also endeavors to create a safe environment for students and staff. Additionally, parents volunteering in the classroom can be extremely helpful to our teachers and valuable to our students. We thank all parents for their willingness to volunteer in this manner.

Nevertheless, to ensure the safety of students and staff as well as to minimize interruption of the instructional program, Caliber Schools has established the following procedures, to facilitate volunteering and visitations during regular school days:

#### **Volunteering**

Parents or guardians who are interested in volunteering in the classroom must adhere to the following guidelines:

1. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be (1) fingerprinted and (2) receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
2. A volunteer shall also have on file with Caliber Schools a certificate showing that, upon initial volunteer assignment, the person submitted to a tuberculosis risk assessment and, if tuberculosis risk factors were identified, was examined and found to be free of infectious tuberculosis. If no risk factors are identified, an examination is not required. At the discretion of the Caliber Schools Board of Directors, this paragraph shall not apply to a volunteer whose functions do not require frequent or prolonged contact with pupils.
3. Volunteering must be arranged with the classroom teacher and School Leader or designee in advance.
4. Prior to volunteering in the classroom, the volunteer should communicate with the teacher to discuss the expectations for volunteering needs. Classroom volunteers are there to benefit the entire class and are not in class solely for the benefit of their own child. Classroom volunteers must follow the instructions provided by the classroom teacher or aide. Classroom rules also apply to volunteers to ensure minimal distraction to the teacher. If a volunteer is uncomfortable following the direction of the teacher or aid the volunteer may leave their volunteer position for that day.

5. Information gained by volunteers regarding students (e.g. academic performance or behavior) is to be maintained in strict confidentiality.
6. Volunteers shall follow and be governed by all other guidelines indicated elsewhere in this Policy. This includes, but is not limited to, the process of registering and signing out of the campus at the main office as indicated below.
7. This Policy does not authorize Caliber Schools to permit a parent/guardian to volunteer or visit the campus if doing so conflicts with a valid restraining order, protective order, or order for custody or visitation issued by a court of competent jurisdiction.

### **Visitation**

1. Visits during school hours should first be arranged with the teacher and School Leader or designee in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. All visitors shall register in the Visitors Log Book and complete a Visitor's badge in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the School Leader or designee shall design a visible means of identification for visitors while on school premises.
3. Except for unusual circumstances, approved by the School Leader, Caliber Schools visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per trimester.
4. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may be maintained by Charter School, consistent with the law. The Charter School Governing Board and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General.

For purposes of school safety and security, the School Leader or designee shall design a visible means of identification for visitors while on school premises.

4. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and School Leader's written permission.
5. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
6. The School Leader, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
7. The School Leader or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Caliber Schools' orderly operation. If consent is withdrawn by someone other than the School Leader, the School Leader may reinstate consent for the visitor if the School Leader believes that the person's presence will not constitute a disruption or substantial and material threat to Caliber Schools' orderly operation. Consent can be withdrawn for up to fourteen (14) days.
8. The School Leader or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Leader or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
9. Any visitor that is denied registration or has his/her registration revoked may request a conference with the School Leader. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Leader with fourteen (14) days of the denial or revocation of consent. The School Leader shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Leader shall be held within seven (7) days after the School Leader receives the request. If no resolution can be agreed upon, the School Leader shall forward notice of the complaint to the Caliber Schools Board of Directors. The Caliber Schools Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
10. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the School Leader or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
11. The School Leader or designee may seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

### **Penalties**



1. Pursuant to the California Penal Code, if a visitor does not leave after being asked or if the visitor returns without following the posted requirements after being directed to leave, he/she will be guilty of a crime as specified which is punishable by a fine of up to \$500.00 (five hundred dollars) or imprisonment in the County jail for a period of up to six (6) months or both.
2. Under California Education Code section 44811, disruption by a parent, guardian or other person at a school or school sponsored activity is punishable, upon the first conviction by a fine of no less than \$500.00 (five hundred dollars) and no more than \$1,000.00 (one thousand dollars) or by imprisonment in a County jail for no more than one (1) year, or both the fine and imprisonment.
3. Disruptive conduct may lead to Caliber Schools' pursuit of a restraining order against a visitor, which would prohibit him/her from coming onto school grounds or attending school activities for any purpose for a period of up to three (3) years.

## Caliber Schools

### General Complaint Policy

Policy No: \_\_\_\_ No: 08 \_\_\_\_\_

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

Caliber Schools (“Charter School”) has adopted this General Complaint Policy to address concerns about the Charter School generally or regarding specific employees. For complaints regarding harassment or perceived violations of state or federal laws, please refer to the Charter School’s Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy Harassment and/or the Charter School’s Uniform Complaint Procedures. For all other complaints, the General Complaint form and accompanying procedures will be appropriate.

#### **INTERNAL COMPLAINTS**(Complaints by Employees against Employees)

This section of the policy is for use when an Charter School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the School Leader or designee:

1. The complainant will bring the matter to the attention of the School Leader as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The School Leader or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the School Leader, the complainant may file his or her complaint in a signed writing to the Chief Schools Officer, who will then confer with the Charter Board and may conduct a fact-finding or authorize a third-party investigator on behalf of the Charter Board. The Chair or investigator will report his or her findings to the Charter Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, Charter School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

#### **POLICY FOR COMPLAINTS GENERALLY**

(General Complaints and Complaints by Third Parties against Employees)

This section of the policy is for use when either a complaint does not fall under other complaint procedures or a third party (non-employee) raises a complaint or concern about Charter School generally, or a Charter School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the School Leader or Chair of the Charter Board (only if the complaint concerns the School Leader) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the School Leader (or designee) shall abide by the following process:

1. The School Leader or designee shall use his or her best efforts to ascertain the facts relating to the complaint. Where applicable, the School Leader or designee shall talk with the parties identified in the complaint or persons with knowledge of the particulars of the complaint to ascertain said facts.
2. In the event that the School Leader (or designee) finds that a complaint is valid, the School Leader (or designee) may take appropriate action to resolve the problem. Where the complaint is against an employee of Charter School, the School Leader may take disciplinary action against the employee. As appropriate, the School Leader (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The School Leader's (or designee's) decision relating to the complaint shall be final unless it is appealed to the CSO. The decision of the CSO shall be final.

#### **GENERAL REQUIREMENTS**

1. Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.
2. Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.
3. Resolution: The CEO (if a complaint is about the School Leader) or the School Leader or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

**Caliber Schools**  
**General Complaint Policy**  
**Complaint Form**

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

\_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

\_\_\_\_\_

Where did the incident(s) occur?

\_\_\_\_\_

Please describe the circumstances, events, or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

I hereby authorize Caliber Schools to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

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

\_\_\_\_\_  
Print Name

To be completed by Caliber Schools:

Received by: \_\_\_\_\_

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

## **Caliber Schools**

### **Guidelines for Physical Restraints of Students at Caliber Schools**

Policy No: \_\_No. 09\_\_

Adopted/Ratified: April 26, 2016

Revision Date: August 30, 2018

#### **General Guidance**

The governing board of Caliber Schools, acting in its capacity as a local education agency (“LEA”), recognizes that students with disabilities are entitled to a course of study that provides them with a free appropriate public education (“FAPE”) and that the use of behavioral techniques within the classroom setting may be needed on an individualized basis to provide FAPE. The LEA governing board also recognizes that any effort to change the behavior of another individual represents a degree of intrusion into that individual’s life. To justify that intrusion, reasonable assurances must be given that, as a result of the intervention, the individual’s behavior will change in a timely manner and that this change will benefit the individual. Therefore, in accordance with law, all efforts to change behavior must be based on effective techniques and the least intrusive procedure likely to be effective will be used.

#### **Use of Physical Restraint**

Each School Leader shall ensure that physical restraint/emergency interventions will only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. Emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. Physical restraint shall be limited to the use of such reasonable force as is necessary to protect a student or another member of the school community from assault or imminent, serious, physical harm.

Physical restraint shall not include:

1. Locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room.
2. Employment of a device, material, or objects that simultaneously immobilize all four extremities, except that techniques such as prone containment may be used as an emergency intervention by staff trained in those procedures.
3. An amount of force that exceeds that which is reasonable and necessary under the circumstances.

#### **Referral to Law Enforcement or Other State Agencies**

A situation that requires prolonged use of an emergency intervention shall require the School staff to seek assistance of the School Leader or law enforcement agency, as applicable to the situation. In circumstances in which any employee or employees at a Caliber Schools campus are mandated

by law to report criminal activity, the School Leader of the school shall ensure that school personnel are not prohibited from:

1. The right of any individual to report to appropriate authorities a crime committed by a student or other individual; or
2. Law enforcement, judicial authorities, or school security personnel from exercising their responsibilities, including the physical detainment of a student or other person alleged to have committed a crime or posing a security risk.

### **Administration of Physical Restraint**

Each School Leader shall ensure that whenever possible:

1. School personnel who have obtained certification from a certified physical restraint agency training shall administer physical restraint on students.
2. The administration of a restraint shall be witnessed by at least one (1) adult who does not participate in the physical restraint.

Each School Leader shall also ensure:

1. A person administering a physical restraint shall use only the amount of force necessary to protect the student or others from physical injury or harm.
2. A person administering a physical restraint shall use the safest method available and appropriate to the situation following the safety requirements set forth below.
3. A person administering a physical restraint shall use only the amount of time necessary to allow the student to de-escalate.

### **Safety Requirements**

The following safety requirements are required for the use of physical restraint:

1. No restraint shall be administered in such a way that the student is subject to interventions that are designed or are likely to cause pain or that subject students to verbal abuse, humiliation or ridicule; that deprive students of any of their senses or of sleep, food, water or shelter or proper supervision; or that involve the use of noxious sprays or substances.
2. During the administration of a restraint, a staff member shall continuously monitor the physical status of the student, including skin color and respiration. A restraint shall be released immediately upon a determination by the staff member administering the restraint that the student is no longer at risk of causing imminent physical harm to him or herself or others.
3. Restraint shall be administered in such a way so as to prevent or minimize physical harm. If, at any time during a physical restraint, the student demonstrates significant physical distress, the student shall be released from the restraint immediately, and school staff shall take steps to seek medical assistance.
4. School staff shall review and consider any known medical or psychological limitations and/or behavioral intervention plans regarding the use of physical restraint on an individual student.
5. Following the release of a student from a restraint, the school shall implement follow-up procedures. These procedures shall include reviewing the incident with the student to address the behavior that precipitated the restraint, reviewing the incident with the staff person(s) who administered the restraint to discuss whether proper restraint procedures were followed, and consideration of whether any follow up is appropriate for the student or any student who witnessed the incident.

**Reporting Requirements**

The parent or guardian shall be notified within one (1) school day if an emergency intervention is used or serious property damage occurs. A behavioral emergency report shall immediately be completed and maintained in the file of the individual with exceptional needs. The behavioral emergency report shall include all of the following:

1. The name and age of the individual with exceptional needs.
2. The setting and location of the incident.
3. The name of the staff or other persons involved.
4. A description of the incident and the emergency intervention used, and whether the individual with exceptional needs is currently engaged in any systematic behavioral intervention plan.
5. Details of any injuries sustained by the individual with exceptional needs, or others, including staff, as a result of the incident.

School staff shall verbally report the use of physical restraints to the School Leader as soon as possible. If the School Leader is out, the Assistant Principal shall be notified. All School Leaders (or any designee thereof) shall maintain an ongoing record of all reported instances of physical restraint at each campus. Each School Leader (or designee) shall verbally inform the student's parents or guardian of the restraint as soon as practically possible, and provide the written behavioral emergency report postmarked no later than within one (1) school day following the use of restraint. If the school customarily provides the parent or guardian of a student with necessary school-related information in a language other than English, the written restraint report shall be provided to the parent or guardian in that language.

**Special Education Students**

If a behavioral emergency report is written regarding an individual with exceptional needs who does not have a behavioral intervention plan ("BIP"), the School Leader (or designee) shall, within two (2) days, schedule an individualized education program ("IEP") team meeting to review the emergency report, to determine the necessity for a functional behavioral assessment ("FBA"), and to determine the necessity for an interim plan. The IEP team shall document the reasons for not conducting the FBA, not developing an interim plan, or both. If a behavioral emergency report is written regarding an individual with exceptional needs who has a positive BIP, an incident involving a previously unseen serious behavior problem, or where a previously designed intervention is ineffective, shall be referred to the IEP team to review and determine if the incident constitutes a need to modify the positive BIP.

## Caliber Schools

### Youth Suicide Prevention Policy

Policy No: \_\_ No: 10 \_\_\_\_\_

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

The Governing Board of Caliber Schools (“Charter School” or “Caliber Schools”) recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Caliber Schools and community stakeholders, Caliber Schools school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Caliber Schools’ strategies for suicide prevention and intervention. Caliber Schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Caliber Schools shall appoint an individual (or team) to serve as the suicide prevention point of contact (See section E below) for each Charter School campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

#### **A. Staff Development**

Caliber Schools, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.



- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth affected by suicide;
    - Youth with a history of suicide ideation or attempts;
    - Youth with disabilities, mental illness, or substance abuse disorders;
    - Lesbian, gay, bisexual, transgender, or questioning youth;
    - Youth experiencing homelessness or in out-of-home settings, such as foster care;
    - Youth who have suffered traumatic experiences;
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Caliber Schools guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Caliber Schools guidelines;
  - Procedures approved by Caliber Schools for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize

- that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
- Procedures approved by Caliber Schools for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
- Responding after a suicide occurs (suicide postvention);
- Resources regarding youth suicide prevention;

## **B. Employee Qualifications and Scope of Services**

Employees of Caliber Schools must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

## **C. Parents, Guardians, and Caregivers Participation and Education**

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This suicide prevention policy shall be prominently displayed on the Caliber Schools Web page and included in the Caliber Schools Family Handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
  - Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

## **D. Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Caliber Schools along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Caliber Schools and is characterized by caring staff and harmonious interrelationships among students.

Caliber Schools' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Caliber Schools' instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the

supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Caliber Schools' suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, science, and physical education).

#### **E. Intervention and Emergency Procedures**

Caliber Schools designates the following administrator at each campus to act as the primary and secondary suicide prevention liaisons:

- Primary Liaison: School Psychologist
- Secondary Liaison(s): School Leader and SEL Leads

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the School Leader or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Caliber Schools or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - Securing immediate medical treatment if a suicide attempt has occurred;

- Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - Moving all other students out of the immediate area;
  - Not sending the student away or leaving him/her alone, even to go to the restroom;
  - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
  3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
  4. After a referral is made, Caliber Schools shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Caliber Schools reserves the right to contact Child Protective Services.
  5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Caliber Schools.
  6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Caliber Schools campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Caliber Schools' safety plan. After consultation with the School Leader or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the School Leader or designee will provide students, parents/guardians, and staff with appropriate information, counseling, and/or referrals to community agencies as needed. Caliber Schools staff will receive assistance from Caliber Schools counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Caliber Schools campus and unrelated to school activities, the School Leader or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Caliber Schools to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.

6. Offer to the student and parent/guardian steps for re-integration to School. Depending on the specific nature of the situation, re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

#### **F. Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in Caliber Schools activities to notify a teacher, the School Leader, another Caliber Schools administrator, psychologist, Caliber Schools counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Caliber Schools staff are expected to treat each report seriously, calmly, and with active listening and support. Staff are expected to be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

#### **G. Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff. Caliber Schools shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the School Leader to:
  - Confirm death and cause;
  - Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response;
  - Notify all staff members of the incident (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about the suicide death;
  - Emotional support and resources available to staff;
  - A plan for notification to students about suicide death and the availability of support services (if this is part of the protocol that is decided by administration);
  - Share information that is relevant and that which the Charter School has permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Development of talking points for staff to notify students;
  - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;

- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

## **CALIBER CHARTER SCHOOLS TRANSPORTATION SAFETY PLAN**

Policy No: \_No: 11 \_\_\_\_\_

Adopted/Ratified: April 27, 2017

Revision Date: August 30, 2018

Because Caliber Schools (“Caliber”) provides transportation to or from certain Caliber school activities, the Caliber Schools Board of Directors (“Board”) has approved the following transportation safety plan, which contains procedures for Caliber personnel to follow to ensure the safe transportation of students. A copy of this Plan will be kept at each Caliber school and will be made available upon request to an officer of the Department of the California Highway Patrol. Students shall be informed that any violation of Caliber policies and procedures, including violation of safety procedures on a school bus or school activity bus, could result in discipline pursuant to the Caliber discipline policy.

### **Definitions**

1. “School bus” is any motor vehicle designed, used, or maintained for the transportation of a Caliber pupil at or below the grade 12 level to or from a Caliber school or to and from Caliber activities.
2. “School activity bus” is any motor vehicle, other than the school bus, operated by a common carrier, or by and under the exclusive jurisdiction of a publicly owned or operated transit system, or by a passenger charter-party carrier, used under a contractual agreement between Caliber and carrier to transport Caliber pupils at or below the grade 12 level to or from a Caliber school activity, or used to transport students from residential schools, when the students are received and discharged at off-highway locations where a parent or adult designated by the parent is present to accept the student or place the student on the bus.

### **Determining Whether a Student Requires an Escort**

Caliber will make every reasonable effort to have students load/unload without crossing the street. If a student's home address is located on the opposite side of the street of the actual bus stop, then Caliber and California Vehicle Code 22112(d) requires the student to be physically escorted by the bus driver across that street and under the bus drivers’ direction and supervision. The bus driver will be required to activate the school bus red flashing crossover lights and if so equipped, the stop arm, and physically get out of the bus to assist the students safely across the street. Caliber requires ALL students who cross the street, be physically escorted by the bus driver with crossover lights and signs being activated.

### **Procedures for Kindergarten through Eighth Grade Pupils Regarding Boarding and Exiting the Bus**

Caliber has created the following procedures to govern the safe entry and exit of kindergarten through eighth grade students to and from the school bus. Caliber is not required to use the services of an onboard school bus monitor in addition to the driver to ensure these procedures are followed.

Boarding:

1. Caliber will make every reasonable effort to have students load/unload without crossing the street
2. Students shall board or exit the school bus ONLY at their assigned bus stop or school activity destination.
3. Students shall board in an orderly manner and utilize the handrails for their safety while loading and unloading.
4. Students are to find their seat as quickly as possible and sit down facing the front of the bus.
5. Students are to remain seated at all times while the bus is in motion.
6. Students are to maintain a noise level which will allow the bus driver to hear approaching traffic.
7. Students are to follow the directions of the bus driver while they are aboard the bus.
8. Students are responsible to follow all rules and regulations.

**Exiting:**

1. Students shall stay seated until the bus comes to a complete stop.
2. Caliber will make every reasonable effort to have students load/unload without crossing the street
3. Once the driver has stopped the bus completely and opened the door, students are to unload seat by seat starting with the front of the bus and continuing seat by seat until the bus is empty.
4. Students remaining on the bus are to remain seated until the bus stops at their assigned bus stop or school activity destination.
5. Students will unload in an orderly manner using the handrails.
6. Students shall exit the bus only at their assigned bus stop or school activity destination. Exceptions will only be allowed when the student presents the bus driver with a note signed by his/her parent and endorsed by the School Leader.
7. Students are to move away from the bus as they unload. Students shall not get underneath the bus to retrieve a book, paper or some other article. The student should always tell the bus driver and have the bus driver get the article for them.
8. Students should always use crosswalks and controlled intersections when available, and should not cross in the middle of the block.
9. Students must avoid trespassing on other people's property, stay on sidewalks when possible.

**Procedures for All Students to Follow as They Board or Exit a School Bus at a Caliber School or Other School Activity Location**

Caliber has created the following procedures to govern the safe entry and exit of all students at their Caliber school or other school activity location.

**Boarding Buses at School Site or School Activity Location:**

1. The school bus driver may not activate the flashing amber warning light system, the flashing red light signal system, and stop signal arm at any school.
2. The driver will monitor the students' entry onto the bus to ensure an orderly and safe entry for all students.
3. The group of students, along with the teacher(s) and any other adult personnel attending a school activity, shall assemble in an area away from the school bus to wait. When the students are ready to load, the Caliber staff shall inform the driver, and the driver will begin the boarding process.



4. Caliber will make every reasonable effort to have students load/unload without crossing the street
5. Upon completion of the boarding process, the driver will proceed with the bus evacuation and safety presentation, described below. This shall include an explanation and demonstration of all emergency exits, first aid kits, fire extinguishers, etc.
6. Upon completion of the presentation, the driver will depart when safe to do so.

**Exiting Buses at School Site or School Activity Location:**

1. Caliber will make every reasonable effort to have students load/unload without crossing the street
2. Upon arrival at the Caliber school, the driver shall take the bus to the designated student drop off area.
3. Upon reaching the designated area, the driver will park the bus and open the door when it is clear and safe to do so. The flashing red signal lights will not be activated.
4. Upon arrival at the school activity destination, the driver will select an area where the bus can be lawfully parked and the boarding/exiting of students can be reasonably controlled.
  - a. The driver will confer with the Caliber teacher/head chaperone regarding the time and location where the group will assemble to reload the bus.
  - b. When it is clear and safe to do so, the driver will have the students disembark the bus. The flashing red signal lights will not be activated.
  - c. When the Caliber teacher/head chaperone has confirmed all students are accounted for, the group may proceed to the trip.
5. Students exiting the bus at either a Caliber school or a school activity location should do so in an orderly, respectful, and appropriate manner, following all instructions from Caliber staff and the bus driver.

**Procedures for School Staff to Ensure a Student is Not Left Unattended on a School Bus or School Activity Bus**

Caliber staff members should always be involved and active in the supervision of the loading and unloading of students at Caliber school sites and on activity trips to ensure no student is left unattended on the school bus or school activity bus.

To do this, Caliber staff shall adhere to the following procedures:

1. Before leaving the school site for a school activity, the Caliber teacher/head chaperone for the trip shall ensure he/she has a copy of the class roster with all student names.
2. Once the bus reaches the destination, a Caliber teacher/head chaperone shall be the first person off the bus and will note each student who exits the bus by comparing the exiting students against the class roster.
3. A Caliber staff member/chaperone shall be the last person to exit the bus at each stop to ensure no students are on left board. Before exiting the bus, the staff member/chaperone will walk up the aisle, checking each seat and area on the floor by each seat to ensure no students are present.
4. Once all students and staff/chaperones have exited the bus, but before leaving for the designated activity, the Caliber teacher/head chaperone will conduct another roll call by calling out each student's name and waiting for verbal and visual confirmation from the student that he/she is present.
5. The Caliber teacher/head chaperone will discuss with the bus driver a way to contact each other in the event it is later discovered a student is still on the bus.

**Procedures and Standards for Designating an Adult Chaperone, Other than the Bus Driver, to Accompany Students on a School Activity Bus**

Caliber shall follow its applicable policies and procedures, including its visitor and volunteer policy, for designating an adult chaperone other than the school bus driver to accompany students on a bus on a school activity bus. All appropriate background checks will be conducted on any chaperone prior to the chaperone's attending a school trip or school activity bus.

**Instruction in School Bus or School Activity Bus Emergency Procedure and Passenger Safety**

Caliber shall ensure that all students in kindergarten through grade 12 who are transported in a school bus or school activity bus receive instruction in school bus emergency procedures and passenger safety.

**Instruction for Students who were not Previously Transported in a School Bus**

Upon registration, the parents/guardians of students who are in transitional kindergarten through grade 6, inclusive, shall be provided with written information on school bus safety. This information shall include, but not be limited to, the following:

1. General rules of conduct at school bus loading zones, such as:
  - a. While waiting for the school bus to arrive, students must stand single file in an orderly and well-behaved line;
  - b. Students are not to play in or be in the street or private property
  - c. Students shall be on the proper side of the street before the bus arrives at the bus stop;
  - d. Students should arrive at their bus stop five minutes prior to the scheduled leaving time;
  - e. If the student is late and needs to cross the street that the bus is stopped on, he/she must wait for the bus driver to escort him/her across the street;
  - f. Students should not approach the bus until it comes to a complete stop at the stop;
  - g. Students should board and exit the bus in an orderly fashion, with no pushing or shoving;
  - h. Students should understand the bus driver is in charge at all times, and students should follow his/her directions;
  - i. The driver will immediately activate the red flashing crossover lights and stop arm if so equipped;
  - j. Animals, birds, reptiles, fish, insects, breakable containers, weapons, or any object or substance that could be hazardous will not be transported on the bus.
2. Red light crossing instructions, consistent with this Plan;
3. School bus danger zone(s);

*Instruction for all Students in Kindergarten through Eighth Grade*

Additionally, at least once in each school year, all students in kindergarten through grade 8, inclusive, who receive home-to-School transportation shall receive safety instruction that includes, but is not limited to, the following information:

1. Proper boarding and exiting procedures, such as those as outlined in this Plan;
2. Procedures when an escort by the bus driver is required;
3. How to safely cross the street, highway, or private road;
4. Instruction on how to use the passenger restraint systems, including but not limited to the following:

- a. Proper fastening and release of the passenger restraint system;
  - b. Acceptable placement of passenger restraint systems on students;
  - c. Times when the passenger restraint systems should be fastened and released; and
  - d. Acceptable placement of the passenger restraint systems when not in use.
- 5. Proper passenger conduct;
- 6. Bus evacuation procedures;
  - a. As part of the evacuation instruction, students shall practice evacuating the bus through the emergency exit doors.
- 7. Location of emergency equipment.
  - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.

Each time this instruction is provided to students in kindergarten through grade 8, Caliber that instruction shall be documented in the following manner. This information shall remain on file at Caliber for one (1) year from the date of the instruction, and shall be subject to inspection by the Department of California Highway Patrol upon request:

- 1. Name of the School;
- 2. Location of the School;
- 3. Date of instruction;
- 4. Names of supervising adults;
- 5. Number of students participating;
- 6. Grade levels of students;
- 7. Subjects covered in the instruction;
- 8. Amount of time taken for the instruction;
- 9. Bus driver's name
- 10. Name of person providing the instructions
- 11. Bus number; and
- 12. Additional relevant remarks.

*Instruction for all Students Prior to Departure on School Trip*

Finally, prior to departure on a school activity trip, Caliber shall provide safety instruction to all students riding in a school bus or school activity bus. This instruction shall include, but not be limited, to the following:

- 1. Location of emergency exits; and
- 2. Use of emergency equipment.
  - a. Instruction may also include responsibilities of passengers seated next to an emergency exit.

**Operation of School Bus or School Activity Bus when Visibility Reduced to 200 Feet or Less**

Pursuant to Vehicle Code 34501.6, Caliber is required to adopt procedures that limit the operation of school buses and school activity buses when atmospheric conditions reduce visibility on the roadway to 200 feet or less during regular home to school transportation service. Bus drivers of school activity buses shall have the authority to discontinue school activity bus operation if the driver determines that it is unsafe to continue operation because of reduced visibility.

For purposes of this Plan, the procedures for school bus drivers shall be as follows:

1. The school bus driver will notify the School Leader that atmospheric conditions have reduced visibility to 200 feet or less.
2. The School Leader may consult with legal counsel as needed.
3. The School Leader may direct that school bus activity will be suspended or delayed for a minimum of one (1) hour through an indefinite suspension or delay if required by the conditions. The length of time for the suspension or delay of school bus services shall be at the discretion of the School Leader.

## Caliber Schools

### Independent Study Policy

Policy No: \_\_No: 12\_\_

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

Caliber Schools (“School”) may offer independent study to meet the educational needs of pupils enrolled in the School. For the purposes of this Policy, the term “School” encompasses each of the one or more charter schools operated by Caliber Schools. Independent study is an alternative education designed to teach the knowledge and skills of the core curriculum. The School shall provide appropriate existing services and resources to enable pupils to complete their independent study successfully. The following written policies have been adopted by the Board for implementation at the School:

1. For pupils in all grade levels offered by the School, the maximum length of time that may elapse between the time an assignment is made and the date by which the pupil must complete the assigned work shall be twenty (20) school days.
2. When any pupil fails to complete two (2) assignments during any period of twenty (20) school days, the School Leader or his or her designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study. A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. This record shall be maintained for a period of three (3) years from the date of the evaluation and if the pupil transfers to another California public school, the record shall be forwarded to that school.
3. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
  - ◆ The manner, time, frequency, and place for submitting a pupil's assignments and for reporting his or her progress.
  - ◆ The objectives and methods of study for the pupil's work, and the methods utilized to evaluate that work.
  - ◆ The specific resources, including materials and personnel, that will be made available to the pupil.
  - ◆ A statement of the policies adopted herein regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, and the number of missed assignments allowed prior to an evaluation of whether or not the pupil should be allowed to continue in independent study.

- ◆ The duration of the independent study agreement, including beginning and ending dates for the pupil's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one (1) school year.
  - ◆ A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the pupil upon completion.
  - ◆ The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class or program pursuant to Education Code Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the pupil through independent study only if the pupil is offered the alternative of classroom instruction.
  - ◆ Each written agreement shall be signed, prior to the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or care giver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of the Family Code.
4. The School shall comply with the Education Code Sections 51745 through 51749.3 and the provisions of the Charter School's Act and the State Board of Education regulations adopted there under.
  5. The School Leader shall establish regulations to implement these policies in accordance with the law.

## Caliber Schools

### Education for Homeless Children and Youth Policy

Policy No: \_\_No. 13\_\_

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

The Board of Directors of Caliber Schools (“Charter School”), desires to ensure that homeless children and youth are provided with equal access to its educational program, have an opportunity to meet the same challenging state of California academic standards, are provided a free and appropriate public education, are not stigmatized or segregated on the basis of their status as homeless, and to establish safeguards that protect homeless students from discrimination on the basis of their homelessness.

#### **Definition of Homeless Children and Youth**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence. It includes children and youths who (42 U.S.C. § 11434a):

1. Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;
2. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
3. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

Homeless status is determined in cooperation with the parent or guardian. In the case of unaccompanied youth, status is determined by the School Liaison.

#### **School Liaison**

The Founding Leader or designee designates the following staff person as the School Liaison for homeless students (42 U.S.C. §§11432(g)(1)(J)(ii) & (e)(3)(C)(i)(IV).):

Caliber: Beta Academy	Caliber: ChangeMakers Academy
Gabriela Toruno	Soundhari Balaguru

Lead Clinician 4301 Berk Avenue, Richmond, CA 94804 510-685-9886 gtoruno@caliberbetaacademy.org	Director of SEL 500 Oregon Street, Vallejo, CA 94590 707-563-9827 sbalaguru@calibercma.org
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The School Liaison shall ensure that (42 U.S.C. § 11432(g)(6)):

1. Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
2. Homeless students enroll in, and have a full and equal opportunity to succeed at Charter School.
3. Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
4. Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
5. Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
6. Enrollment/admissions disputes are mediated in accordance with law, Charter School charter, and Board policy.
7. Parents/guardians and any unaccompanied youth are fully informed of all transportation services, as applicable.
8. School personnel providing services receive professional development and other support;
9. The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
10. Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to



receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

### **Enrollment**

Charter School shall immediately admit/enroll the student (subject to Charter School's capacity and pursuant to the procedures stated in the Charter School charter and Board policy), even if the student lacks records normally required for enrollment. Records will immediately be requested from the previous school. (42 U.S.C. § 11432(g)(3)(C); Education Code Section 48850(a)(3)(A).)

If the student needs to obtain immunizations or does not possess immunization or other medical records, the School Leader or designee shall refer the parent/guardian to the School Liaison. The School Liaison shall assist the parent/guardian in obtaining the necessary immunizations or records for the student. (42 U.S.C. § 11432(g)(3)(C).)

### **Enrollment Disputes**

If a dispute arises over admissions/enrollment, the student shall be immediately admitted, pending resolution of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

The parent/guardian shall be provided with a written explanation of the admission/enrollment decision, including an explanation of the parent/guardian's right to appeal the decision. He/she shall also be referred to the School Liaison. (42 U.S.C. § 11432(g)(3)(E).)

The School Liaison shall carry out the Board-adopted dispute resolution and complaint process as expeditiously as possible after receiving notice of the dispute. (42 U.S.C. § 11432(g)(3)(E).)

### **Comparable Services**

Each homeless child or youth shall promptly be provided services comparable to services offered to other students in Charter School such as (42 U.S.C. § 11432(g)(4)):

- Transportation services
- Educational services for which the child or youth meets eligibility criteria, such as educational programs for students with disabilities and educational programs for students with limited English proficiency
- Programs in vocational and technical education
- Programs for gifted and talented students
- School nutrition programs

### **Transportation**

In the event that Charter School provides transportation services to all Charter School students, Charter School shall provide comparable transportation services to each homeless child or youth attending Charter School, as noted above. (42 U.S.C. § 11432(g)(4))

If the Charter School does not otherwise provide transportation services to all Charter School students, Charter School shall ensure that transportation is provided for homeless students to and from Charter School, at the request of the parent or guardian (or liaison). (42 U.S.C. § 11432(g)(1)(J)).

### **Professional Development**

All administrators, teachers and employees of Charter School will be provided professional development on the identification, services, and sensitivity necessary when dealing with homeless children and youth. (42 U.S.C. § 11433(d)(3).) All identified or suspected homeless children and youth will be referred to the School Liaison.



## Caliber Schools

### Education for Foster Youth Policy

Policy No: \_\_ No: 14 \_\_\_\_\_

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

#### **Introduction**

The Board of Directors of Caliber Schools (“Charter School”) recognizes that foster youth may face significant barriers to achieving academic success due to their family circumstances, disruption to their educational program, and their emotional, social, and other health needs. To enable such students to achieve state and charter school academic standards, the Charter School shall provide them with full access to the Charter School’s educational program and implement strategies identified as necessary for the improvement of the academic achievement of foster youth in the Charter School’s local control and accountability plan (LCAP).

#### **Definitions**

*Foster youth* means a child who has been removed from his/her home pursuant to California Welfare and Institutions Code section 309, is the subject of a petition filed under Welfare and Institutions Code sections 300 or 602, or has been removed from his/her home and is the subject of a petition filed under Welfare and Institutions Code 300 or 602.

*Person holding the right to make educational decisions* means a parent, guardian, or responsible person appointed by a court to make educational decisions pursuant to Welfare and Institutions Code sections 361 or 726, or Education Code 56055.

*School of origin* means the school that the foster youth attended when permanently housed or the school in which he/she was last enrolled. If the school the foster youth attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that the foster youth attended within the immediately preceding 15 months, the Charter School liaison for foster youth, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, shall determine, and in the best interests of the foster youth, the school is the school of origin.

*Best interests* means that, in making educational and school placement decisions for a foster youth, consideration is given to, among other factors, the opportunity to be educated in the least restrictive educational program and the foster youth's access to academic resources, services, and extracurricular and enrichment activities that are available to all Charter School students.

#### **Charter School Liaison**

In order to help facilitate the enrollment, placement, and transfer of foster youth to the Charter

School, the School Leader at each Caliber school shall designate a Charter School foster youth liaison. The following individuals have been designated as the Charter School's liaison for foster youth:

Caliber: Beta Academy	Caliber: ChangeMakers Academy
Gabriela Toruno Lead Clinician 4301 Berk Avenue, Richmond, CA 94804 510-685-9886 gtoruno@caliberbetaacademy.org	Soundhari Balaguru Director of SEL 500 Oregon Street, Vallejo, CA 94590 707-563-9827 sbalaguru@calibercma.org

The liaison for foster youth shall:

1. Ensure and facilitate the proper educational placement, enrollment in the Charter School, and checkout from the Charter School of students in foster care. Ensure proper transfer of credits, records, and grades when students in foster care transfer to or from the Charter School.
2. When a student in foster care is enrolling in the Charter School, the Charter School liaison shall contact the school last attended by the student to obtain, within two business days, all academic and other records. When a foster youth is transferring to a new school, the Charter School liaison shall provide the student's records to the new school within two business days of receiving the new school's request.
3. When required by law, notify the foster youth's attorney and the appropriate representative of the county child welfare agency of pending expulsion proceedings if the decision to recommend expulsion is a discretionary act under the Charter School's charter; pending proceedings to extend a suspension until an expulsion decision is rendered if the decision to recommend expulsion is a discretionary act under the Charter School's charter; and, a manifestation determination prior to a change in the foster youth's placement, when he/she is a student with a disability under state and federal special education laws.
4. As needed, make appropriate referrals to ensure that students in foster care receive necessary special education services and services under Section 504 of the federal Rehabilitation Act of 1973.
5. As needed, ensure that students in foster care receive appropriate school-based services, such as counseling and health services, supplemental instruction, and after-school services.
6. Develop protocols and procedures for creating awareness for Charter School staff, including but not limited to principals, deans, and attendance clerks, of the requirements for the proper enrollment, placement, and transfer of foster youth.

7. Collaborate with the county placing agency, social services, probation officers, juvenile court officers, and other appropriate agencies to help coordinate services for the Charter School's foster youth.
8. Monitor the educational progress of foster youth and provide reports to the School Leader or designee and the Governing Board based on indicators identified in the Charter School's local control and accountability plan.
9. This policy does not grant the Charter School liaison authority that supersedes the authority granted under state and federal law to a parent or legal guardian retaining educational rights, a responsible person appointed by the court to represent the child pursuant to Welfare and Institutions Code sections 361 or 726, a surrogate parent, or a foster parent exercising authority under the Education Code. The role of the Charter School liaison is advisory with respect to placement options and determination of the school of origin.

### **Enrollment**

A student placed in a licensed children's institution or foster family home shall attend programs operated by the Charter School unless one of the following circumstances applies: (Education Code 48853, 48853.5)

1. The student has an individualized education program requiring placement in a nonpublic, nonsectarian school or agency, or in another local educational agency.
2. The parent/guardian or other person holding the right to make educational decisions for the student determines that it is in the best interest of the student to be placed in another educational program and submits a written statement to the Charter School indicating that determination and that he/she is aware of the following:
  - a. The student has a right to attend a regular public school in the least restrictive environment.
  - b. The alternate educational program is a special education program, if applicable.
  - c. The decision to unilaterally remove the student from the Charter School and to place him/her in an alternate education program may not be financed by the Charter School.
  - d. Any attempt to seek reimbursement for the alternate education program may be at the expense of the parent/guardian or other person holding the right to make educational decisions for the student.
3. At the initial placement or any subsequent change in placement, the student exercises

his/her right to continue in his/her school of origin, as defined above.

- a. The student may continue in the school of origin for the duration of the court's jurisdiction.
- b. If the court's jurisdiction over a grade K-8 student is terminated prior to the end of a school year, the student may continue in his/her school of origin for the remainder of the academic school year.
- c. If the court's jurisdiction is terminated while the student is in high school, the student may continue in his/her school of origin until he/she graduates.
- d. If the student is transitioning between school grade levels, he/she shall be allowed to continue in the district of origin in the same attendance area to provide him/her the benefit of matriculating with his/her peers in accordance with the established feeder patterns of school districts. A student who is transitioning to a middle school or high school shall be allowed to enroll in the school designated for matriculation in another school district.

The Charter School liaison may, in consultation with and with the agreement of the foster youth and the person holding the right to make educational decisions for the youth, recommend that the youth's right to attend the school of origin be waived and he/she be enrolled in any school that students living in the attendance area of the school district in which the foster youth resides are eligible to attend or in the Charter School consistent with current enrollment procedures. All decisions shall be made in accordance with the foster youth's best interests.

Prior to making any recommendation to move a foster youth from his/her school of origin, the liaison shall provide the youth and the person holding the right to make educational decisions for the youth with a written explanation of the basis for the recommendation and how the recommendation serves the youth's best interests.

If the liaison, in consultation with the foster youth and the person holding the right to make educational decisions for the foster youth, agrees that the best interests of the youth would be served by his/her transfer to a school other than the school of origin, the principal or designee of the new school shall immediately enroll the foster youth, consistent with any enrollment procedures if the next school is a charter school. The foster youth shall be immediately enrolled even if he/she:

1. Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended
2. Does not have clothing normally required by the school, such as school uniforms
3. Is unable to produce records normally required for enrollment, such as previous academic records, proof of residency, and medical records, including, but not limited to,

immunization records or other documentation.

If any dispute arises regarding the request of a foster youth to remain in the school of origin, the youth has the right to remain in the school of origin pending resolution of the dispute. The dispute shall be resolved in accordance with the existing Charter School dispute resolution process.

### **Transportation**

The Charter School shall not be responsible for providing transportation to allow a foster child to attend school, unless required by federal law. The Charter School is not prohibited from providing transportation, at its discretion, to allow a foster child to attend school.

### **Effect of Absences on Grades**

The grades of a student in foster care shall not be lowered for any absence from school that is due to either of the following circumstances:

1. A decision by a court or placement agency to change the student's placement, in which case the student's grades shall be calculated as of the date he/she left school.
2. A verified court appearance or related court-ordered activity.

### **Transfer of Coursework and Credits\***

When a foster youth transfers into the Charter School, the Charter School shall accept and issue full credit for any coursework that the foster youth has satisfactorily completed while attending another public school, a juvenile court school, or a nonpublic, nonsectarian school or agency and shall not require the foster youth to retake the course.

If the foster youth did not complete the entire course, he/she shall be issued partial credit for the coursework completed and shall not be required to retake the portion of the course that he/she completed at his/her previous school. However, the Charter School may require the foster youth to retake the portion of the course completed if, in consultation with the holder of educational rights for the foster youth, the Charter School finds that the foster youth is reasonably able to complete the requirements in time to graduate from high school. Whenever partial credit is issued to a foster youth in any particular course, he/she shall be enrolled in the same or equivalent course, if applicable, so that he/she may continue and complete the entire course.

In no event shall the Charter School prevent a foster youth from taking or retaking a course to meet the eligibility requirements for admission to the California State University or the University of California.

### **Applicability of Graduation Requirements\***

To obtain a high school diploma, a foster youth shall pass the high school exit examination in

English language and mathematics (if required by State law), complete all courses required by the Charter School, and fulfill any additional graduation requirement prescribed by the Board.

However, when a foster youth who has completed his/her second year of high school transfers into the Charter School, he/she shall be exempted from all Charter School-adopted coursework and other Charter School-established graduation requirements, unless the Charter School makes a finding that the student is reasonably able to complete the additional requirements in time to graduate from high school by the end of his/her fourth year of high school. Within 30 calendar days of the foster youth's transfer, the School Leader or designee shall notify the foster youth, the person holding the right to make educational decisions for him/her, and the foster youth's social worker of the availability of the exemption and whether the foster youth qualifies for it.

To determine whether a foster youth is in his/her third or fourth year of high school, the Charter School shall use either the number of credits the foster youth has earned as of the date of the transfer or the length of his/her school enrollment, whichever qualifies him/her for the exemption.

The School Leader or designee shall notify any foster youth who is granted an exemption and the person holding the right to make educational decisions for him/her how any requirements that are waived will affect the foster youth's ability to gain admission to a postsecondary educational institution and shall provide information about transfer opportunities available through the California Community Colleges.

The Charter School shall not require or request a foster youth to transfer schools in order to qualify for an exemption and no request for a transfer solely to qualify for an exemption shall be made by a foster youth or any person acting on behalf of a foster youth.

Upon making a finding that a foster youth is reasonably able to complete Charter School graduation requirements within his/her fifth year of high school, the School Leader or designee shall:

1. Inform the foster youth and the person holding the right to make educational decisions for him/her of the foster youth's option to remain in school for a fifth year to complete the Charter School authorizer's graduation requirements, consistent with the laws regarding continuous enrollment and satisfactory progress for Charter School students over age 19, and how that will affect his/her ability to gain admission to a postsecondary educational institution.
2. Provide information to the foster youth about transfer opportunities available through the California Community Colleges.
3. Upon agreement with the foster youth or, if he/she is under 18 years of age, the person holding the right to make educational decisions for him/her, permit the foster youth to stay in school for a fifth year to complete the Charter School's graduation requirements.



**Eligibility for Extracurricular Activities**

A foster youth whose residence changes pursuant to a court order or decision of a child welfare worker shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities.

**Complaints of Noncompliance\***

Complaints of noncompliance with this policy shall be governed by the Charter School's Uniform Complaint Procedures policy.

\*These provisions are also applicable to former juvenile court school pupils, which are defined as pupils who, upon completion of the pupil's second year of high school, transfer to a charter school, excluding a charter school or school district operated by the Division of Juvenile Justice of the Department of Corrections and Rehabilitation, from a juvenile court school. These provisions may be utilized for such pupils at the Charter School's discretion.

## **Caliber Schools**

### **Student Freedom of Speech/Expression Policy**

Policy No: \_No: 15\_\_\_\_\_

Adopted/Ratified:April 26, 2017

Revision Date: August 30, 2018

Caliber Schools respect students' rights to express ideas and opinions, take stands, and support causes, whether controversial or not, through their speech, their writing, their clothing, and the printed materials they choose to post or distribute.

Student freedom of expression shall be limited only as allowed by law in order to maintain an orderly school environment and to protect the rights, health, and safety of all members of the school community. Expression shall be prohibited which is obscene, libelous, or slanderous. Also prohibited shall be material that so incites pupils as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of Caliber Schools.

#### **Distribution of Circulars, Newspapers, and Other Printed Matter**

Students shall be allowed to distribute circulars, leaflets, newspapers, and pictorial or other printed matter, and to circulate petitions, subject to the following specific limitations:

1. Leaflets, pictorial and other printed matter to be distributed shall be submitted to the Caliber Schools school site School Leader (also referred to as the "Principal") or designee at least one school day prior to distribution.
2. Distribution, free or for a fee, may take place at any time except during instructional time and providing there is no substantial disruption in the school programs (as determined by the Caliber Schools school site Principal).
3. The manner of distribution shall be such that coercion is not used to induce students to accept the printed matter or to sign petitions.

The solicitation of signatures must not take place in instructional classes or school offices, nor be substantially disruptive to the school program (as determined by the Caliber Schools school site Principal).

Pupil editors of official school publications shall be responsible for assigning and editing the news, editorial, and feature content of their publications subject to the limitations of this section. However, it shall be the responsibility of the adviser or advisers of pupil publications to supervise

the production of the pupil staff, to maintain professional standards of English and journalism, and to maintain the provisions of this section.

There shall be no prior restraint of material prepared for official school publications except insofar as it violates this policy. Caliber Schools officials shall have the burden of showing justification without undue delay prior to a limitation of pupil expression under this section.

### **Buttons, Badges, and Other Insignia of Symbolic Expression**

Students shall be permitted to wear buttons, badges, armbands, and other insignia as a form of expression, subject to the prohibitions enumerated in this Policy.

### **Use of Bulletin Boards**

Students will be provided with bulletin boards, upon request and subject to availability, for use in posting student materials on campus locations convenient to student use. Where feasible, the location and quantity of such bulletin boards shall be by mutual agreement of student government representatives and Caliber Schools administration. Posted material must be in compliance with other sections of this Policy, particularly regarding the distribution of materials and prohibited speech.

### **Organized Demonstrations**

Students have the right to lawful organized on-campus demonstrations, subject to the provisions of this Policy and applicable law. Demonstrations that incite pupils to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or demonstrations that substantially disrupt of the orderly operation of the school are prohibited.

No organized demonstrations by school groups may take place during school hours off the school campus unless sanctioned by school authorities and supervised by a designated school authority. No individual student may demonstrate in the name of the school or as an official school group at any time unless authorized by a School Leader to participate in the activity.

### **Enforcement**

1. The Caliber Schools school site Principal or designee shall review material submitted in a reasonable amount of time and shall allow the approved material to be distributed according to the time and manner established by this Policy.
2. Any student may appeal the decision of the Caliber Schools school site Principal or designee to the Board who shall render a decision within a reasonable period of time after receipt of the appeal. The appeal by the student must be made within five school days from the time the unsatisfactory decision was rendered.

3. The Caliber Schools School Leader or their designee shall work with student government representatives in the development of these procedures. Student responsibilities shall be emphasized.
4. Students who are considering actions in the areas covered by this Policy should be informed of the possible consequences of their action under each specific circumstance.
5. This Policy does not prohibit or prevent the Caliber Schools Governing Board from adopting otherwise valid rules and regulations relating to oral communications by pupils upon the premises of each Caliber Schools school.
6. No Caliber Schools employee shall be dismissed, suspended, disciplined, reassigned, transferred, or otherwise retaliated against solely for acting to protect a pupil engaged in the conduct authorized under this Policy, or refusing to infringe upon conduct that is authorized under this Policy, the First Amendment to the United States Constitution, or Section 2 of Article I of the California Constitution.

## Caliber Schools

# **POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION UNDER SECTION 504**

Policy No: \_No: 16\_\_\_\_\_

Adopted/Ratified: April 27, 2017

Revision Date: August 30, 2018

### **SECTION 504 POLICY**

The Board of Directors of Caliber Schools ("Charter School"), recognizes the need to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education and its legal responsibility to ensure that "no qualified person with a disability shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." This policy and the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a free, appropriate public education ("FAPE").

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities in Education Act Improvement Act of 2004 ("IDEIA").

The School's School Leader or designee shall ensure that this policy and set of procedures is implemented and followed. Whenever there is reason to believe that, because of a disability, a student needs regular or special education and/or related aids and services (and the student has not been found eligible under IDEIA) that student will be evaluated under this policy's corresponding procedures.

A Section 504 Team will be convened to determine the student's need for regular or special education and/or related aids and services. The 504 Team will include persons knowledgeable about the Section 504 standards, the student's individual needs and school history, the meaning

of evaluation data, and placement options. The student's parent/guardian shall be invited to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law. If Charter School does not assess a student after a parent has requested an assessment, the School shall provide notice of the parent's/guardian's procedural safeguards. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate to the student's individual needs. The student's parent/guardian shall be provided a copy of the 504 plan and shall receive notice of procedural safeguards guaranteed by law. Charter School shall periodically review the student's progress and placement.

Charter School will implement this policy through its corresponding procedures.

## **SECTION 504 PROCEDURES**

### **A. Definitions**

1. **Academic Setting** – the regular, educational environment operated by Charter School.
2. **Individual with a Disability under Section 504** – An individual who:
  - a. has a physical or mental impairment that substantially limits one or more major life activities;
  - b. has a record of such an impairment; or
  - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **Free Appropriate Public Education ("FAPE")** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.

6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to, functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.
7. **Physical or Mental Impairment** –
  - a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
  - b. Any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.
8. **504 Coordinator** – The following individuals shall serve as each Charter School campus Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at the number listed below.

Caliber: Beta Academy	Caliber: ChangeMakers Academy
Gabriela Toruno Lead Clinician 4301 Berk Avenue, Richmond, CA 94804 510-685-9886 gtoruno@caliberbetaacademy.org	Soundhari Balaguru Director of SEL 500 Oregon Street, Vallejo, CA 94590 707-563-9827 sbalaguru@calibercma.org

9. **Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.
10. **Is regarded as having an impairment** - means
  - a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that he or she has been subjected to an action prohibited under this Act because of an actual or perceived

physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.

- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures

1. Charter School will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with disabilities under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another Charter School employee will be forwarded to the Section 504 Coordinator.
3. Charter School has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that students who are or may be disabled are referred to the Section 504 Coordinator so that the assessment process is initiated.
4. The 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what special needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records (including academic, social and behavioral records), any relevant medical records, and the student's needs. Students requiring assessment shall be provided appropriate assessments administered by qualified assessment specialists.
6. The 504 Team will consider the following information in its evaluation of the student:
  - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
  - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and



c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)

7. The evaluation of the student must be sufficient for the 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's special needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a free appropriate public education. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
9. If a request for evaluation is denied, the 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as described below.

C. 504 Plan

1. When a student is identified as disabled within the meaning of Section 504, the 504 Team shall determine what, if any, services are needed to ensure that the student receives a free, appropriate public education ("FAPE").
2. The 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified disabled student, the 504 Team will develop a 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Plan will specify how the special education and/or related aids and services will be provided to the disabled student and by whom. The 504 Plan will also identify the person responsible for ensuring that all the components of the Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in

the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.

5. The disabled student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The disabled student shall be educated with students who are not disabled to the maximum extent appropriate to his/her individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed fifty (50) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the 504 Team determines that the student is disabled but that no special services are necessary for the student, the 504 Plan shall reflect the identification of the student as a disabled person under Section 504 and shall state the basis for the decision that no special services are presently needed.
9. The 504 Plan shall include a schedule for annual review of the student's needs, and indicate that this review may occur more frequently at the request of the parent/guardian or school staff.
10. Charter School shall immediately implement a student's prior 504 Plan, when a student enrolls at the Charter School. Within thirty (30) days of starting school, Charter School shall schedule a 504 Team meeting to review the existing 504 Plan. Charter School shall request a copy of the prior 504 plan from both the prior school and the parent/guardian.

#### D. Review of the Student's Progress

1. The 504 Team shall monitor the progress of the disabled student and the effectiveness of the student's 504 Plan. According to the review schedule set out in the student's 504 Plan, the 504 Team shall annually determine whether the services and modifications are appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement.

#### E. Procedural Safeguards

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

parents/guardians and their counsel

- Have the right to file a Uniform Complaint pursuant to school policy
  - Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the individual identified in paragraph (A)(8), above (“504 Coordinator”).

Notifications shall also advise that reimbursement for attorney’s fees is available only as authorized by law.

3. The School Leader or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with Charter School or any district within the El Dorado County Office of Education Charter SELPA or county education office in which the school is located in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, he/she may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing his/her request for a hearing. A request for hearing should include:
- The specific decision or action with which the parent/guardian disagrees.
  - The changes to the 504 Plan the parent/guardian seeks.
  - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian’s request for a hearing, Charter School may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and the Charter School. Alternative dispute resolution options include:
- Mediation by a neutral third party.
  - Review of the 504 Plan by the School Leader or designee.
6. Within ten (10) calendar days of receiving the parent/guardian’s request, the School Leader or designee shall select an impartial hearing officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and School Leader.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) days may be extended for good cause or by mutual agreement of the parent/guardian and School Leader.
8. The parent/guardian and the Charter School shall be afforded the rights to:
  - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as disabled under Section 504.
  - Present written and oral evidence.
  - Question and cross-examine witnesses.
  - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. Charter School shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. Suspension and Expulsion, Special Procedures for Students with Disabilities

Charter School shall follow the suspension and expulsion policy and procedures as set forth in the charter. A pupil who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to regular education pupils except when federal and state law mandates additional or different procedures. Charter School will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a pupil identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such pupils. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so

that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

If Charter School, the parent, and relevant members of the 504 Team make the determination that the conduct was a manifestation of the child's disability, the 504 Team shall:

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

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

3. Appeals

The parent of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or Charter School believes that maintaining the current placement of the child is substantially

likely to result in injury to the child or to others, may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and Charter School agree otherwise.

4. Special Circumstances

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

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

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

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

6. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to the IDEIA and who has violated Charter School's disciplinary procedures may assert the procedural safeguards granted under these Procedures only if Charter School had knowledge that the student was disabled before the behavior occurred.

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

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

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

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

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

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

**PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT** (Section 504 of the Rehabilitation Act of 1973)

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of his/her disabling condition.
2. Have Charter School advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have Charter School make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if he/she is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEIA).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial

- placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by Charter School.
  9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
  10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
  11. Obtain a response from Charter School to reasonable requests for explanations and interpretations of your child's records.
  12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If Charter School refuses this request for amendment, the School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
  13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outline above.
  14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
  15. File a formal complaint pursuant to Charter School's Uniform Complaint Policy and Procedures. Please ask the School Leader for a copy of the School's Uniform Complaint Policy and Procedures if you need one.
  16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, U.S. Department of Education  
San Francisco Office  
50 United Nations Plaza  
San Francisco, CA 94102  
(415) 486-5555 PHONE  
(415) 486-5570 FAX  
Email: [OCR.SanFrancisco@ed.gov](mailto:OCR.SanFrancisco@ed.gov)

17. Be free from any retaliation from Charter School for exercising any of these rights.

Please contact the to the individual identified in paragraph (A)(8) of the Section 504 Procedures, above ("504 Coordinator") with any questions regarding the information contained herein.



# Caliber Schools

## Wellness Policy

Policy No: \_\_ No: 17\_\_

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

Caliber Schools (“Caliber” or “School”) is committed to the optimal development of every student. Caliber believes that for students to have the opportunity to achieve personal, academic, developmental and social success, we need to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity before, during and after the school day, are strongly correlated with positive student outcomes. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-quality physical education and extracurricular activities – do better academically. Finally, there is evidence that adequate hydration is associated with better cognitive performance.

This policy outlines Caliber’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this Policy establishes goals and procedures to ensure that:

- Students in Caliber have access to healthy foods throughout the school day—both through reimbursable school meals and other foods available throughout the School campus—in accordance with Federal and state nutrition standards;
- To the extent possible, all Caliber School campuses participate in available federally reimbursable school meal programs, including the National School Lunch Program, School Breakfast Program, Afterschool Snack Program, and Child and Adult Food Care Program (Afterschool Supper);
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active throughout the school day;
- The School engages in nutrition and physical activity promotion and other activities that promote student wellness;
- All Caliber’s nutrition education and physical education programs are consistent with the expectations established in the state’s curriculum frameworks and content standards and, as appropriate, shall be integrated into other academic subjects;
- Stakeholders including but not limited to students, parents, teachers, school administrators, home office staff and other interested community members are engaged in supporting the work of Cali in creating continuity between schools and other settings for students and staff to practice lifelong healthy habits;

- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of Caliber in creating continuity between School and other settings for students and staff to practice lifelong healthy habits; and
- The School establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of this Policy and its established goals and objectives.

This Policy applies to all students and staff in Caliber. Specific measurable goals and outcomes are identified within each section below.

### **School Health, Safety, and Environment:**

#### **a. Physical Environment, Health & Safety**

- Students will be taught campus safety rules. Infractions will be referred to the appropriate school employee promptly.
- School administrators and operations staff will monitor equipment/grounds and refer potential hazards for repair promptly.
- Staff will be informed of and follow safety regulations.
- School sites will promote a drug- and substance-free environment and will encourage making healthy choices at home and at school.
- School sites will promote healthy, respectful relationships between students and their peers
  - School sites will establish practices designed to create an environment free from discrimination, intimidation, and harassment
  - School sites will develop relevant opportunities (e.g. events, programs, partnerships) geared towards students and/or parents promoting awareness and providing education on dating violence prevention, domestic violence awareness, and social tolerance and respect for others

#### **b. Social/Psychological Health**

- School sites will have a protocol in place for detection and referral of students who have potential for harm to self or others.
- In order to ensure that students have access to comprehensive health services and mental health services, each Caliber school will provide access or referrals to health services and mental health services at or near the school and/or may provide referrals to community resources.

#### **c. Health Services**

- The Health Services program is a critical means to improving both educational performance and the well-being of the students.
- Health Services staff (including School Operations Managers, Office Assistants, nursing contractors) shall be fully supportive of wellness policy regulations and promotion of health and wellness activities.
- School Operations Staff will promote attendance by communicable disease (e.g. chicken pox, common cold, pink eye, diphtheria, food poisoning, etc.) surveillance, encouraging healthy habits and injury prevention.

- School Operations Staff will provide information on local community resources for health care, health insurance, and health education, including low- and no-cost resources to students, their families, and staff.
- School Operations Staff will provide information on nutrition, respiratory management, disease prevention and detection, tobacco cessation, emotional wellness, and other health and wellness opportunities to students and staff.
- School Operations Staff will provide grade level mandated screenings for vision and hearing. In addition, Caliber will provide other screenings (such as scoliosis and dental) to students as identified/needed.
- School Operations Staff will participate in community health information outreach activities.

#### d. Health Education

- Caliber will continue to encourage health education to all students designed to motivate and help students maintain and improve their health, prevent disease and avoid health-related risk behaviors.
- Staff will strive to use a sequential health education curriculum that is consistent with state standards for health education.
- Caliber's schools will explore resources and grants for training and materials for K-8 health curriculum.
- Caliber school sites are encouraged to provide educational events to support and teach healthy choices.

### **I. School Wellness Committee**

#### ***Committee Role and Membership***

Caliber will convene a representative School Wellness Committee ("Caliber WC"), or work within an existing school health committee, that meets at least two (2) times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this Policy.

The Caliber WC membership will represent all grade/school levels (elementary and secondary schools) and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program (e.g., school nutrition director); physical education teachers; health education teachers; school health professionals (e.g., health education teachers, school health services staff [e.g., nurses, physicians, dentists, health educators, and other allied health personnel who provide school health services], and mental health and social services staff [e.g., school counselors, psychologists, social workers, or psychiatrists]; school administrators (e.g., Executive Director, principal, vice principal), school board members; health professionals (e.g., dietitians, doctors, nurses, dentists); and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators (SNAP-EDEDSNAP-Ed). To the extent possible, the Caliber WC will include representatives from each school building and reflect the diversity of the community.

#### ***Leadership***

The School Leader or designee(s) will convene the Caliber WC and facilitate development of and updates to the wellness policy, and will ensure each school's compliance with the policy.

Additionally, the designated official for oversight of the Caliber WC is:

ASHLEE GUTIERREZ, SCHOOL LEADER  
Caliber: Beta Academy  
4301 Berk Avenue Richmond CA 9480  
Phone Number: (510) 685-9886

RACHAEL WEINGARTEN, SCHOOL LEADER  
Caliber: ChangeMakers Academy  
500 Oregon Street Vallejo CA 94590  
Phone Number: (707) 563-9827

## **II. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement**

### ***Implementation Plan***

Using the steps outlined below, Caliber will ensure the School meets legal obligations regarding implementation of this Policy.

This Policy and the progress reports can be found at: [caliberschools.org](http://caliberschools.org)

### ***Recordkeeping***

Caliber will retain records to document compliance with the requirements of this policy in the main office. Documentation maintained in this location will include but will not be limited to:

- The written Policy;
- Documentation demonstrating that the Policy has been made available to the public;
- Documentation to demonstrate compliance with the annual public notification requirements;
- Documentation of the triennial assessment of the Policy;
- Documentation demonstrating the most recent assessment on the implementation of the Policy has been made available to the public.

### ***Annual Notification of Policy***

Caliber will actively inform families and the public each year of basic information about this Policy, including its content, any updates to the Policy and implementation status. Caliber will make this information available via the School website and/or School-wide communications. Caliber will provide as much information as possible about the School nutrition environment. This will include a summary of School's events or activities related to Policy implementation.

Annually, Caliber will also publicize the name and contact information of the School official(s) leading and coordinating the Caliber WC, as well as information on how the public can get involved with the Caliber WC.

### ***Triennial Progress Assessments***

At least once every three years, Caliber will evaluate compliance with the wellness policy to assess the implementation of the Policy and include:

- The extent to which the School in compliance with this Policy;
- The extent to which the School's policy compares to model wellness policies; and
- A description of the progress made in attaining the goals of the School's Policy.

The position/person responsible for managing the triennial assessment and contact information is:

ASHLEE GUTIERREZ, SCHOOL LEADER  
Caliber: Beta Academy  
4301 Berk Avenue Richmond CA 9480  
Phone Number: (510) 685-9886

RACHAEL WEINGARTEN, SCHOOL LEADER  
Caliber: ChangeMakers Academy  
500 Oregon Street Vallejo CA 94590  
Phone Number: (707) 563-9827

The Caliber WC/School Leader will monitor the School's compliance with this Policy.

Caliber will actively notify households/families of the availability of the triennial progress report.

### ***Revisions and Updating the Policy***

Caliber will update or modify this Policy based on the results of the annual School Health Index and triennial assessments and/or as School priorities change; community needs change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. **This Policy will be assessed and updated as indicated at least every three years, following the triennial assessment.**

### ***Community Involvement, Outreach and Communications***

Caliber is committed to being responsive to community input, which begins with awareness of the wellness policy. Caliber will actively communicate ways in which representatives of Caliber WC/the School and others can participate in the development, implementation and periodic review and update of this Policy through a variety of means. Caliber will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards.

Caliber will use electronic mechanisms, such as email or displaying notices on the School's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to this Policy, as well as how to get involved and support the Policy. The School will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the district and individual schools are communicating important School information with parents.

The School will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. Caliber will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

### **III. Nutrition**

#### ***School Meals***

Caliber is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; moderate in sodium, low in saturated fat, and zero grams trans-fat per serving (nutrition label or manufacturer's specification); and to meet the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns, and support healthy choices while accommodating cultural food preferences and special dietary needs.

Caliber participates in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and *the Child and Adult Care After School Snack and Supper Program (CACFP)*. The School also operates additional nutrition-related programs and activities including "Taste the Rainbow". The School is committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;
- Menus are posted on the website and will contain nutrition contents;
- Students are served lunch at a reasonable time of day;
- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The School offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using techniques such as those published on [Smarter Lunchrooms Website](#).

#### ***Staff Qualifications and Professional Development***

All School nutrition staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These School nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

#### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day. Caliber will make drinking water available where school meals are served during mealtimes.

#### ***Competitive Foods and Beverages***

Caliber is committed to ensuring that all foods and beverages available to students on the School campus during the school day support healthy eating. The foods and beverages sold and served outside of the School meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve

student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits.

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable School meal programs that are sold to students on the School campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### ***Celebrations and Rewards***

All foods offered on the Caliber campus will meet or exceed the USDA Smart Snacks in School nutrition standards, including through:

1. Celebrations and parties. Caliber will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. Caliber will provide to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. Caliber will provide teachers and other relevant school staff a list of alternative ways to reward children. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the Caliber campus during the school day. Caliber will make available to parents and teachers a list of healthy fundraising ideas

### ***Nutrition Promotion***

Caliber will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through at least:

- Implementing at least ten evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques described above; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

### ***Food and Beverage Marketing in Schools***

Caliber is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Caliber strives to teach students how to make informed choices about nutrition, health, and physical activity. These efforts will be weakened if students are subjected to advertising on Caliber school sites that contains messages inconsistent with the health information Caliber is imparting through nutrition education and health promotion efforts. It is the intent of Caliber to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with Caliber's Wellness Policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

As the School Leader reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by this Policy.

#### **IV. Physical Activity**

The School has the following specific goals to promote student wellness, consistent with this Policy

- Expose all students to a variety of activities that instills the importance of being lifelong learners
- Create a safe environment where all students can learn and be successful
- Develop physically active learners who have mastered leadership, teamwork, and cooperative skills

Caliber's physical education ("PE") curriculum will meet or exceed requirements outlined in California's curriculum frameworks and content standards, shall be based on the most current research and content, and shall be designed to build the skills and knowledge that all students need to maintain a healthy lifestyle.

Mirroring other subject areas, Caliber's PE curriculum will employ high quality instruction and academic discourse. The purpose of using these strategies is to encourage students to push their critical thinking skills and promote in-depth learning. Ongoing professional development will be provided to physical education teachers, coaches, and other staff as appropriate to enhance their health knowledge and skills.

In developing these goals, the School reviewed and considered evidence-based strategies and techniques and parent input. Caliber will work toward achievement of these goals by:

Students will be provided with the opportunity, support, and encouragement to be physically active on a regular basis through PE instruction and physical activity programs. Schools will provide a variety of opportunities for students to maximize physical activity, including but not limited to:

- PE, recess, health education that includes physical activity as a main component, student clubs (e.g. Students Run LA), and intramural or interscholastic activities (at the high school level).

Physical activity programs will be carried out in safe environments that reflect respect for body-size differences and varying skill levels.

- Afterschool programming encompassing a variety of physical activities and non-traditional sports and activities.

- Examples of physical activities include: Sequential classes in Zumba, yoga, strength training

- Other miscellaneous outdoor activities that promote a healthy lifestyle such as hiking and biking

- Events such as the Teen Adventure Challenge, a youth race that brings communities across Southern California together to inspire young people to step out of their comfort zones and explore new opportunities in the outdoors

- Afterschool program providers, such as ARC, JK Livin, and Boys and Girls Club, will conduct



needs assessments based on community demographics, school population, obesity rates, etc. to inform programming provided

- Afterschool program providers will seek out partnerships with community-based organizations that promote health and wellness to students (e.g. Planned Parenthood)

Schools will encourage family and community members to support programs outside of the school that promote a healthy and active lifestyle. Signage will be posted and information sent home regarding physical activity opportunities.

## **V. Other Activities that Promote Student Wellness**

Caliber will integrate wellness activities across the entire School setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. Caliber will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of this Policy, including but not limited to ensuring the involvement of the Caliber WC and/or parents and the community.

All School-sponsored events will adhere to this Policy's wellness guidelines. All School-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

### ***Community Partnerships***

Caliber will develop relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this Policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with this Policy and its goals.

### ***Professional Learning***

When feasible, Caliber will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help Caliber staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

### ***Community Health Promotion & Engagement***

Caliber will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

Caliber will use electronic mechanisms (such as email or displaying notices on school websites), as well as non-electronic mechanisms (such as newsletters, presentations to parents, or sending

information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

Parent Coordinators will be encouraged to design and offer parent workshops to educate parents and families about nutrition and physical activity.

### ***Staff Wellness & Health Promotion***

Caliber schools will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. Examples of strategies schools will use, as well as specific actions staff members can take, include:

- Staff eating lunch regularly with students
- Student vs. staff or staff vs. staff team-building activities, games, or sporting events (e.g. basketball game, tournament)
- “Steps” contests
- Weekly afterschool or brief lunch time Zumba/Yoga sessions
- Food Network/“Chopped” type competition between school staff on preparation of healthy foods and students as judges
- Dodgeball (or some other sport) intramural teams with “games” vs other nearby GD schools
- Support groups/mental wellness circles for teachers and school site staff.

Caliber promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

### ***Program Implementation, Evaluation, & Monitoring***

#### ***a. Implementation***

The Caliber Wellness Policy is effective beginning in the 2016-2017 school year. The School Operations Manager and/or Principal at each school site will ensure that each school site complies with this policy. Training on this policy will be provided by the Operations Department and members of the Committee tailored towards various stakeholder groups. The Committee shall assess the implementation and effectiveness of this policy every year.

Schools are to utilize this policy to develop their own internal procedures to ensure compliance with the wellness policy.

#### ***b. Evaluation***

Evaluation will be formally comprised of two annual Qualtrics online forms which will assess the extent to which individual Caliber school sites are in compliance with this policy. The forms are to be submitted online and turned into the Operations Department.

The purpose of the annual evaluations are to determine if Caliber is meeting the wellness goals set forth in this policy, determine particular areas of strength or weakness, identify areas for improvement, and make policy adjustments as needed to focus Caliber resources and efforts on actions that are most likely to make a positive impact on student health and achievement. The

Operations Analyst will prepare an annual report summarizing evaluation results across schools to be shared with the public.

***c. Monitoring***

The Committee will reconvene each year and as requested by the Operations Department to review and update the wellness policy to meet the organization's needs and to ensure compliance with current laws.

***d. Public Notification***

Caliber shall inform and update the public, including parents/guardians, students, and others in the community, about the content and implementation of this policy and the evaluation results. Evaluation results will be posted online on the main Caliber website. Information will also be shared through multiple channels which may include school websites, parent newsletters, School Advisory Council meetings, and social media.

## Caliber Schools

### **Policy, Agreement, and Authorization Regarding Request for a Service Animal on School Premises**

Policy No: \_\_ No: 18 \_\_\_\_\_

Adopted/Ratified: April 26, 2017

Revision Date: August 30, 2018

Caliber Schools (“Caliber” or “School”) adopts the following policy with regard to service animals on campus.

#### **Service Animal Defined**

A service animal is any dog (or miniature horse, as provided herein) that is individually trained to the requirements of the individual with a disability, including, but not limited to, minimal protection work, rescue work, pulling a wheelchair, or fetching dropped items.

Other than miniature horses that meet specific legal criteria, other species of animals, whether wild or domestic, trained or untrained, are not service animals for the purposes of this policy.

The work or tasks performed by a service animal must be directly related to the individual's disability. Examples of work or tasks include, but are not limited to, assisting individuals who are blind or have low vision with navigation and other tasks, alerting individuals who are deaf or hard of hearing to the presence of people or sounds, providing non-violent protection or rescue work, pulling a wheelchair, assisting an individual during a seizure, alerting individuals to the presence of allergens, retrieving items such as medicine or the telephone, providing physical support and assistance with balance and stability to individuals with mobility disabilities, and helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors. The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

#### **Inquiries by Caliber**

Caliber may make two (2) inquiries to determine whether an animal qualifies as a service animal:

- Whether the animal is required because of a disability; and
- What work or task the animal has been trained to perform?

Caliber will not make either of these inquiries when it is readily apparent that an animal is trained to do work or perform tasks for an individual with a disability (e.g., the dog is observed guiding an individual who is blind or has low vision, pulling a person's wheelchair, or providing assistance with stability or balance to an individual with an observable mobility disability).

#### **Additional Assessment Factors for Miniature Horses**

Caliber shall consider the following factors for miniature horses:

- The type, size, and weight of the miniature horse and whether the facility can accommodate these features;
- Whether the handler has sufficient control of the miniature horse;
- Whether the miniature horse is housebroken; and
- Whether the miniature horse's presence in a specific facility compromises legitimate safety requirements that are necessary for safe operation.

### **Requirement of Service Animals and their Handlers**

- *Identification:* The service dog should wear a harness, cape, identification tag or other gear that readily identifies its working status.
- *Leash:* The service dog must be on a leash at all times.
- *Control:* The handler, including the student if the student is the handler, must be in full control of the service dog at all times.
- *Care of Service Dog:* The care and supervision of a service dog is solely the responsibility of its handler, including a student handler.
- *License and Tags:* All service dogs should be licensed by the appropriate local agency and wear such license and an owner identification tag.
- *Clean Up Rule:* The handler must always carry equipment sufficient to clean up the dog's waste, immediately remove the waste, and be responsible for the proper disposal of the dog's waste.
- *Vaccinations:* The service dog must have a current rabies vaccination.

### **Disruptions**

Caliber staff may ask an individual with a disability to remove a service animal from the premises if—

- The animal is out of control and the animal's handler does not take effective action to control it; or
- The animal is not housebroken.

If Caliber properly excludes a service animal, it shall give the individual with a disability the opportunity to participate in the service, program, or activity without having the service animal on the premises.

### **Other Requirements**

- Caliber staff must allow a service dog to accompany the handler at all times and everywhere on campus, within school property, except where service animals are specifically prohibited due to health, environmental, or safety hazards.

- Caliber staff should direct staff, students, and other persons to refrain from petting, feeding, or deliberately startling a service dog.

### **Service Animals in Training**

To ensure the safety and security of the school community, students, staff, and community members are not allowed to bring service animals in training to Caliber property and/or facilities or to participate in Caliber-sponsored activities, unless the service animal is being trained for the student, staff or community member's own personal use as an individual with a disability.

### **Misrepresentation**

Any person who knowingly and fraudulently represents himself or herself, through verbal or written notice, to be the owner or trainer of a service animal may be guilty of a misdemeanor punishable by imprisonment up to six months or fine up to \$1000.

# Caliber Schools

## SERVICE ANIMAL AGREEMENT AND AUTHORIZATION

This Agreement and Authorization regarding Request for a Service Animal to Accompany a Student on School Premises (“Agreement”) is necessary for Caliber to process a request for the use of a service animals on campus. The presence of a service animal at Caliber presents unique health and safety concerns. To minimize any risks that a service animal may poses to students, staff, and the educational environment, Caliber requests the following information and authorizations to allow Caliber to provide a healthy and safe environment for its entire school community.

Student Name ( <i>please print</i> )	Date of Birth	Grade
<hr/>		
Parent/Guardian name ( <i>please print</i> )	Contact phone number	

Please initial below each statement:

- **We understand and agree to comply with the requirements of California Civil Code section 54.2.**

“[An individual with a disability] shall be liable for any damage done to the premises or facilities by his or her dog. These persons shall ensure the dog is on a leash and tagged as a guide dog, signal dog, or service dog by an identification tag issued by the county clerk, animal control department, or other agency . . .” (Civ. Code § 54.2(b))

\_\_\_\_\_  
(Initials)      (Initials)

- **We understand and agree to comply with the requirements of the Americans with Disabilities Act (42 U.S.C. § 12131 *et seq.*).**

“(b) **Exceptions.** A public entity may ask an individual with a disability to remove a service animal from the premises if—

- (1) The animal is out of control and the animal's handler does not take effective action to control it; or
- (2) The animal is not housebroken.

...

- (d) **Animal under handler's control.** A service animal shall be under the control of its handler. A service animal shall have a harness, leash, or other tether, unless either the handler is unable because of a disability to use a harness, leash, or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case

the service animal must be otherwise under the handler's control (e.g., voice control, signals, or other effective means).

- (e) **Care or supervision.** A public entity is not responsible for the care or supervision of a service animal.” (28 C.F.R. § 35.136)

\_\_\_\_\_  
(Initials)      (Initials)

- **We hereby provide authorization for Caliber to release any personally identifiable student information necessary to inform the school community of Caliber of the presence of a service dog at Caliber. (34 CFR § 99.30 )**

\_\_\_\_\_  
(Initials)      (Initials)

- **We agree to indemnify and hold harmless Caliber for any and all actions, suits, claims, demands, defense costs and/or attorney’s fees, or liabilities arising out of or related to the presence of the service dog at Caliber.**

\_\_\_\_\_  
(Initials)      (Initials)

- **We agree to hold Caliber , its employees, agents, and assigns harmless for any injury to, including death of, the service dog.**

\_\_\_\_\_  
(Initials)      (Initials)

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student’s Signature

\_\_\_\_\_  
Date

*Please complete this form and return it to the School Leader.*



# Caliber Schools

## Head Lice Policy

Policy No: \_\_ No: 19 \_\_\_\_\_

Adopted/Ratified: August 30, 2018

Revision Date: August 30, 2018

### Overview

This Policy is important because the problem of head lice in schools is of ongoing concern to parents and school personnel. This Policy is outlined as follows:

1. Current Information
2. Procedure
3. Resources
4. Attachments

### Current Information

The California Department of Health and Human Services, in 2018, put forth a revised “**Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities**” publication which recommends a change from its previous “no-nit” policy. Traditionally, “no-nit” policies in schools emphasized that a child infested with head lice could not return to school until no nits were found in their hair. There is no evidence that a “no-nit” policy prevents or shortens lengths of outbreaks.

Head lice, while a nuisance, do not transmit disease to humans, nor pose a significant health risk or communicable disease problem. Therefore, the role of the Caliber Schools will be one of a consultant to parents. Caliber Schools has adopted a “no-lice” policy with the procedures outlined below.

### Procedure

- Parent/guardians are encouraged to routinely screen students at home for head lice.
- Caliber Schools shall distribute the “A Parent’s Guide to Head Lice” (Spanish and English) to school staff and parents.
- School-wide and/or classroom screening for head lice will not occur.
- Students found to have lice may remain in school and parents will be called to pick up the student at the end of the school day. Those parents will be given a copy of the brochure “A Parent’s Guide to Head Lice.”
- The child will be examined and admitted to class the following day unless the child is still infested with live head lice. Should the child continue to be infested with live head lice, parent should be re-contacted.
- Classroom or school-wide notification when a student has live head lice is not recommended but will be handled on an individual basis.

- Students found to be infested with head lice during three (3) separate months during a school year or for six (6) consecutive weeks should be deemed a “chronic” head lice case and these students should be brought to the attention of the “student study team” (“SST”).

Resources:

- Head Lice Information from the California Department of Education (“CDE”):  
<https://www.cdph.ca.gov/Programs/CID/DCDC/Pages/HeadLice.aspx>
- “A Parent’s Guide to Head Lice” English Brochure for Parents:  
<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/AParentsGuidetoHeadLice.pdf>
- “A Parent’s Guide to Head Lice” Spanish Brochure for Parents  
<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/UnaGuiaParaPadresDeFamiliaSobreLosPiojosdeLaCabeza.pdf>
- Guidelines on Head Lice Prevention and Control for School Districts and Child Care Facilities  
<https://www.cdph.ca.gov/Programs/CID/DCDC/CDPH%20Document%20Library/SchoolGuidanceonHeadLice2018.pdf>

## Caliber Schools

### Parent Involvement Policy

Policy No: \_\_No: 20\_\_\_\_\_

Adopted/Ratified: \_\_August 30, 2018\_\_\_\_\_

Revision Date: \_\_\_\_\_

Caliber: Beta Academy and Caliber: ChangeMakers Academy, operated by Caliber Schools (collectively referred to as “Caliber Schools” or the “School”) has developed a written Title I parental involvement policy with input from Title I parents. Parent input will be primarily through the School Site Council (SSC) (*page 28 in the Family Handbook*) which holds all open meetings. We also conduct a survey annually of all parents across both school sites. Caliber Schools has distributed the policy to parents of Title I students by including it in our Caliber Schools Policy Manual, posting it on the website, having hard copies in the front offices. This Policy describes the means for carrying out the following Title I parental involvement requirements [20 USC § 6318(a)-(f) inclusive].

#### Involvement of Parents in the Title I Program

To involve parents in the Title I program at Caliber Schools, the following practices have been established:

1. Caliber Schools convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
  - This will occur during an SSC meeting
  - If a parent cannot attend there will be a dial-in number to attend virtually upon request
2. Caliber Schools offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
  - The SSC meetings will be held in the evenings
  - If a parent cannot attend in person there will be a dial-in number to attend virtually upon request
  - All materials will be made available
  - The SSC Chairperson and the Parent Representatives are available to gather additional input
3. Caliber Schools involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school’s Title I programs and the Title I parental involvement policy.\*

- The agenda and minutes of SSC meetings are available online and information about upcoming meetings will be communicated throughout the year.

4. Caliber Schools provides parents of Title I students with timely information about Title I programs.

- The agenda and minutes of SSC meetings are available online and information about upcoming meetings will be communicated throughout the year.

5. Caliber Schools provides parents of Title I students with an explanation of the curriculum used at the School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.

- Caliber Schools provides an explanation of the curriculum, assessments, and expectations for students' proficiency levels on its website as well as in a presentation at Back to School Night

6. If requested by parents of Title I students, Caliber Schools provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.

- Teachers are available and expected to meet and speak to parents about their children's education

- Administrators are assigned grade level responsibility to provide answers to parent questions and inquiries beyond what the teacher is able to provide.

\*The policy must be updated periodically to meet changing needs of parents and the School. If Caliber Schools has a process in place for involving parents in planning and designing the School's programs, the school may use that process if it includes adequate representation of parents of Title I children. [20 U.S.C. § 6318 (c)(3)]

### **School-Parent Compact** (*Pages 43-46 in the Family Handbook*)

Caliber Schools distributes to parents of Title I students a School-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- Caliber Schools' responsibility to provide high-quality curriculum and instruction.

- The ways parents will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.

- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff;

opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

To see the full Compact please reference the Family Handbook (pages 43-46 in the Family Handbook).

### **Building Capacity for Involvement**

Caliber Schools engages Title I parents in meaningful interactions with the School. The School supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, Caliber Schools has established the following practices.

1. Caliber Schools provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children.

· These topics will be covered during SSC meetings and all materials will be available online as well as during Literacy nights, Back to School Night and other parent events throughout the year

2. Caliber Schools provides Title I parents with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement, to help them work with their children to improve their children's achievement.

· These topics will be covered during SSC meetings and all materials will be available online as well as during Literacy nights, Back to School Night and other parent events throughout the year

3. With the assistance of Title I parents, Caliber Schools educates staff members about the value of parent contributions, and in how to reach out, communicate with, and work with parents as equal partners to implement and coordinate parent programs and build ties between parents and the School.

· These topics will be covered during SSC meetings and all materials will be available online as well as during Literacy nights, Back to School Night and other parent events throughout the year

4. Caliber Schools coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

· These topics will be covered during SSC meetings and all materials will be available online as well as during Literacy nights, Back to School Night and other parent events throughout the year

5. Caliber Schools distributes information related to School and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand.

- Weekly communications are sent out via text/email in both English and Spanish
- A Spanish interpreter is provided for every parent meeting

6. Caliber Schools provides support for parental involvement activities requested by Title I parents.

- We will respond to parent requests to support parental involvement

### **Accessibility**

Caliber Schools provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand, including by:

- Caliber provides all written materials in English and Spanish and has interpreters available at every parent meeting.

## **Appendix A-5: Notice of Procedural Safeguards**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024



# **Notice of Procedural Safeguards**

## **Special Education Rights of Parents and Children**

### ***Under the Individuals with Disabilities Education Act, Part B, and the California Education Code***

**Revised October 2016**

Note: The term school district is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term assessment is used to mean evaluation or testing. Federal and state laws are cited throughout this notice using English abbreviations, which are explained in a glossary on the last page of this notification.

#### **What is the Notice of Procedural Safeguards?**

This information provides you as parents, legal guardians, and surrogate parents of children with disabilities from three (3) years of age through age twenty-one (21) and students who have reached age eighteen (18), the age of majority, with an overview of your educational rights or procedural safeguards.

The Notice of Procedural Safeguards is required under the Individuals with Disabilities Education Act (in English, referred to as IDEA) and must be provided to you:

- When you ask for a copy
- The first time your child is referred for a special education assessment
- Each time you are given an assessment plan to evaluate your child
- Upon receipt of the first state or due process complaint in a school year, and
- When the decision is made to make a removal that constitutes a change of placement (20 USC 1415[d]; 34 CFR 300.504; EC 56301[d] [2], EC 56321, and 56341.1[g] [1])

#### **What is the Individuals with Disabilities Education Act (IDEA)?**

IDEA is a federal law that requires school districts to provide a "free appropriate public education" (in English, referred to as FAPE) to eligible children with disabilities. A free appropriate public education means that special education and related services are to be provided as described in an individualized education program (in English, known as IEP) and under public supervision to your child at no cost to you.

#### **May I participate in decisions about my child's education?**

You must be given opportunities to participate in any decision-making meeting regarding your child's special education program. You have the right to participate in IEP team meetings about the identification (eligibility), assessment, or educational placement of your child and other matters relating to your child's FAPE. (20 USC 1414[d] [1]B–[d] [1]D; 34 CFR 300.321; EC 56341[b], 56343[c])

The parent or guardian, or the local educational agency (LEA), has the right to participate in the development of the IEP and to initiate their intent to electronically audiotape the proceedings of the IEP team meetings. At least 24 hours prior to the meeting, the parent or guardian shall notify the members of the IEP team of their intent to record a meeting. If the parent or guardian does not consent to the LEA audiotape recording an IEP meeting, the meeting shall not be recorded on an audiotape recorder.

Your rights include information about the availability of FAPE, including all program options, and all available alternative programs, both public and nonpublic. (20 USC 1401[3], 1412[a][3]; 34 CFR 300.111; EC 56301, 56341.1[g][1], and 56506)

#### **Where can I get more help?**

When you have a concern about your child's education, it is important that you contact your child's teacher or administrator to talk about your child and any problems you see. Staff in your school district or special education local plan area (SELPA) may answer questions about your child's education, your rights, and procedural safeguards. Also, when you have a concern, this informal conversation often solves the problem and helps to maintain open communication.

You may also want to contact one of the California parent organizations (Family Empowerment Centers and Parent Training Institutes), which were developed to increase collaboration between parents and educators to improve the educational system. Contact information for these organizations is found on the CDE special education California Parent Organizations Web page at <http://www.cde.ca.gov/sp/se/ga/capmntorg.asp>.

Additional resources are listed at the end of this document to help you understand the procedural safeguards.





## **What if my child is deaf, hard of hearing, blind, visually impaired, or deaf-blind?**

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired, or deaf-blind at each of its three facilities: the California Schools for the Deaf in Fremont and Riverside and at the California School for the Blind in Fremont. Residential and day school programs are offered to students from infancy to age 21 at both State Schools for the Deaf. Such programs are offered to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance. For more information about the State Special Schools, please visit the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/sp/ss/> or ask for more information from the members of your child's IEP team.

## **Notice, Consent, Assessment, Surrogate Parent Appointment, and Access to Records**

### **Prior Written Notice**

#### **When is a notice needed?**

This notice must be given when the school district proposes or refuses to initiate a change in the identification, assessment, or educational placement of your child with special needs or the provision of a free appropriate public education. (20 USC 1415[b][3] and (4), 1415[c][1], 1414[b][1]; 34 CFR 300.503; EC 56329 and 56506[a])

The school district must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication, unless it is clearly not feasible to do so. (34 CFR 300.304; EC 56321)

#### **What will the notice tell me?**

The Prior Written Notice must include the following:

1. A description of the actions proposed or refused by the school district
2. An explanation of why the action was proposed or refused
3. A description of each assessment procedure, record, or report the agency used as a basis for the action proposed or refused
4. A statement that parents of a child with a disability have protection under the procedural safeguards
5. Sources for parents to contact to obtain assistance in understanding the provisions of this part
6. A description of other options that the IEP team considered and the reasons those options were rejected; and
7. A description of any other factors relevant to the action proposed or refused.  
(20 USC 1415[b][3] and [4], 1415[c][1], 1414[b][1]; 34 CFR 300.503)

### **Parental Consent**

#### **When is my approval required for assessment?**

You have the right to refer your child for special education services. You must give informed, written consent before your child's first special education assessment can proceed. The parent has at least fifteen (15) days from the receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.

#### **When is my approval required for services?**

You must give informed, written consent before your school district can provide your child with special education and related services.

#### **What are the procedures when a parent does not provide consent?**

If you do not provide consent for an initial assessment or fail to respond to a request to provide the consent, the school district may pursue the initial assessment by utilizing due process procedures.

If you refuse to consent to the initiation of services, the school district must not provide special education and related services and shall not seek to provide services through due process procedures.

If you consent in writing to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay.



If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a free appropriate public education to your child, a due process hearing must be initiated. If a due process hearing is held, the hearing decision shall be final and binding.

In the case of reevaluations, the school district must document reasonable measures to obtain your consent. If you fail to respond, the school district may proceed with the reevaluation without your consent. (20 USC 1414[a][1][D] and 1414[c]; 34 CFR 300.300; EC 56506[e], 56321[c] and [d], and 56346).

### **When may I revoke consent?**

If at any time subsequent to the initial provision of special education and related services, the parent of a child revokes consent in writing for the continued provision of special education and related services, the public agency:

1. May not continue to provide special education and related services to the child, but must provide prior written notice in accordance with 34 CFR Section 300.503 before ceasing such services
2. May not use the procedures in subpart E of Part 300 34 CFR (including the mediation procedures under 34 CFR Section 300.506 or the due process procedures under 34 CFR Sections 300.507 through 300.516) in order to obtain agreement or a ruling that the services may be provided to the child
3. Will not be considered to be in violation of the requirement to make a free appropriate public education (FAPE) available to the child because of the failure to provide the child with further special education and related services
4. Is not required to convene an IEP team meeting or develop an IEP under 34 CFR Sections 300.320 and 300.324 for the child for further provision of special education and related services

Please note, in accordance with 34 CFR Section 300.9 (c)(3), that if the parents revoke consent in writing for their child's receipt of special education services after the child is initially provided special education and related services, the public agency is not required to amend the child's education records to remove any references to the child's receipt of special education and related services because of the revocation of consent.

### **Surrogate Parent Appointment**

#### **What if a parent cannot be identified or located?**

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent.

A surrogate parent may also be appointed if the child is an unaccompanied homeless youth, an adjudicated dependent or ward of the court under the state Welfare and Institution Code, and is referred to special education or already has an IEP. (20 USC 1415[b][2] ; 34 CFR 300.519; EC 56050; GC 7579.5 and 7579.6)

### **Nondiscriminatory Assessment**

#### **How is my child assessed for special education services?**

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory.

Assessment materials must be provided and the test administered in your child's native language or mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to so provide or administer.

No single procedure can be the sole criterion for determining eligibility and developing FAPE for your child. (20 USC 1414[b][1]–[3], 1412[a][6][B]; 34 CFR 300.304; EC 56001[j] and 56320)

### **Independent Educational Assessments**

#### **May my child be tested independently at the district's expense?**

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational assessment for your child from a person qualified to conduct the assessment at public expense.

The parent is entitled to only one independent educational evaluation at public expense each time the public agency conducts an evaluation with which the parent disagrees.



The school district must respond to your request for an independent educational assessment and provide you information about where to obtain an independent educational assessment.

If the school district believes that the district's assessment is appropriate and disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

District assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting. (20 USC 1415[b][1] and [d][2][A]; 34 CFR 300.502; EC 56329[b] and [c])

## **Access to Educational Records**

### **May I examine my child's educational records?**

You have a right to inspect and review all of your child's education records without unnecessary delay, including prior to a meeting about your child's IEP or before a due process hearing. The school district must provide you access to records and copies, if requested, within five (5) business days after the request has been made orally or in writing. (EC 49060, 56043[n], 56501[b][3], and 56504)

## **How Disputes Are Resolved**

### **Due Process Hearing**

#### **When is a due process hearing available?**

You have the right to request an impartial due process hearing regarding the identification, assessment, and educational placement of your child or the provision of FAPE. The request for a due process hearing must be filed within two years from the date you knew or should have known about the alleged action that forms the basis of the due process complaint. (20 USC 1415[b][6]; 34 CFR 300.507; EC 56501 and 56505[l])

### **Mediation and Alternative Dispute Resolution**

#### **May I request mediation or an alternative way to resolve the dispute?**

A request for mediation may be made either before or after a request for a due process hearing is made.

You may ask the school district to resolve disputes through mediation or alternative dispute resolution (ADR), which is less adversarial than a due process hearing. The ADR and mediation are voluntary methods of resolving a dispute and may not be used to delay your right to a due process hearing.

#### **What is a pre-hearing mediation conference?**

You may seek resolution through mediation prior to filing a request for a due process hearing. The conference is an informal proceeding conducted in a nonadversarial manner to resolve issues relating to the identification, assessment, or educational placement of a child or to a FAPE.

At the prehearing mediation conference, the parent or the school district may be accompanied and advised by nonattorney representatives and may consult with an attorney prior to or following the conference. However, requesting or participating in a prehearing mediation conference is not a prerequisite to requesting a due process hearing.

All requests for a prehearing mediation conference shall be filed with the Superintendent. The party initiating a prehearing mediation conference by filing a written request with the Superintendent shall provide the other party to the mediation with a copy of the request at the same time the request is filed.

The prehearing mediation conference shall be scheduled within fifteen (15) days of receipt by the Superintendent of the request for mediation and shall be completed within thirty (30) days after receipt of the request for mediation unless both parties agree to extend the time. If a resolution is reached, the parties shall execute a legally binding written agreement that sets forth the resolution. All discussions during the mediation process shall be confidential. All prehearing mediation conferences shall be scheduled in a timely manner and held at a time and place reasonably convenient to the parties. If the issues fail to be resolved to the satisfaction of all parties, the party who requested the mediation conference has the option of filing for a due process hearing. (EC 56500.3 and 56503)



## Due Process Rights

### What are my due process rights?

You have a right to:

1. Have a fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings (20 USC 1415[f][1][A], 1415[f][3][A]-[D]; 34 CFR 300.511; EC 56501[b][4])
2. Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities (EC 56505[e][1])
3. Present evidence, written arguments, and oral arguments (EC 56505[e][2])
4. Confront, cross-examine, and require witnesses to be present (EC 56505[e][3])
5. Receive a written or, at the option of the parent, an electronic verbatim record of the hearing, including findings of fact and decisions (EC 56505[e][4])
6. Have your child present at the hearing (EC 56501[c][1])
7. Have the hearing be open or closed to the public (EC 56501[c][2])
8. Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony within five (5) business days before a hearing (EC 56505[e][7] and 56043[v])
9. Be informed by the other parties of the issues and their proposed resolution of the issues at least ten (10) calendar days prior to the hearing (EC 56505[e][6])
10. Have an interpreter provided (CCR 3082[d])
11. Request an extension of the hearing timeline (EC 56505[f][3])
12. Have a mediation conference at any point during the due process hearing (EC 56501[b][2]), and
13. Receive notice from the other party at least ten days prior to the hearing that the other party intends to be represented by an attorney (EC 56507[a]). (20 USC 1415[e]; 34 CFR 300.506, 300.508, 300.512 and 300.515)

### Filing a Written Due Process Complaint

#### How do I request a due process hearing?

You need to file a written request for a due process hearing. You or your representative needs to submit the following information in your request:

1. Name of the child
2. Address of the residence of the child
3. Name of the school the child is attending
4. In the case of a homeless child, available contact information for the child and the name of the school the child is attending, and
5. A description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s)

Federal and state laws require that either party filing for a due process hearing must provide a copy of the written request to the other party. (20 USC 1415[b][7], 1415[c][2]; 34 CFR 300.508; EC 56502[c][1])

Prior to filing for a due process hearing, the school district shall be provided the opportunity to resolve the matter by convening a resolution session, which is a meeting between the parents and the relevant members of the IEP team who have specific knowledge of the facts identified in the due process hearing request. (20 USC 1415[f][1][B]; 34 CFR 300.510)

#### What does a resolution session include?

Resolution sessions shall be convened within fifteen (15) days of receiving notice of the parents' due process hearing request. The sessions shall include a representative of the school district who has decision-making authority and not include an attorney of the school district unless the parent is accompanied by an attorney. The parent of the child may discuss the due process hearing issue and the facts that form the basis of the due process hearing request.

The resolution session is not required if the parent and the school district agree in writing to waive the meeting. If the school district has not resolved the due process hearing issue within thirty (30) days, the due process hearing may occur. If a resolution is reached, the parties shall execute a legally binding agreement. (20 USC 1415[f][1][B]; 34 CFR 300.510)

#### Does my child's placement change during the proceedings?

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement.

If you are applying for initial admission of your child to a public school, your child will be placed in a public school program with your consent until all proceedings are completed. (20 USC 1415[j]; 34 CFR 300.518; EC 56505[d])



### **May the decision be appealed?**

The hearing decision is final and binding on both parties. Either party may appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision. (20 USC 1415[i][2] and [3][A], 1415[i]; 34 CFR 300.516; EC 56505[h] and [k], EC 56043[w])

### **Who pays for my attorneys' fees?**

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorneys' fees may also be made following the conclusion of the administrative hearing, with the agreement of the parties. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517; EC 56507[b])

Fees may be reduced if any of the following conditions prevail:

1. The court finds that you unreasonably delayed the final resolution of the controversy
2. The attorneys' hourly fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience
3. The time spent and legal services provided were excessive, or
4. Your attorney did not provide to the school district the appropriate information in the due process request notice.

Attorneys' fees will not be reduced, however, if the court finds that the State or the school district unreasonably delayed the final resolution of the action or proceeding or that there was a violation of this section of law. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517)

Attorneys' fees relating to any meeting of the IEP team may not be awarded unless an IEP team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorneys' fees may also be denied if you reject a reasonable settlement offer made by the district/public agency ten (10) days before the hearing begins and the hearing decision is not more favorable than the offer of settlement. (20 USC 1415[i][3][B]–[G]; 34 CFR 300.517)

### **To obtain more information or to file for mediation or a due process hearing, contact:**

Office of Administrative Hearings  
Attention: Special Education Division  
2349 Gateway Oaks Drive, Suite 200  
Sacramento, CA 95833-4231  
(916) 263-0880  
FAX (916) 263-0890

## **School Discipline and Placement Procedures for Students with Disabilities**

### **School Discipline and Alternative Interim Educational Settings**

#### **May my child be suspended or expelled?**

School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement is appropriate for a child with a disability who violates a code of student conduct from his or her setting to:

- An appropriate interim alternative education setting, another setting, or suspension for not more than ten (10) consecutive school days, and
- Additional removals of not more than ten (10) consecutive school days in the same school year for separate incidents of misconduct

#### **What occurs after a removal of more than ten (10) days?**

After a child with a disability has been removed from his or her current placement for ten (10) school days in the same school year, during any subsequent days of removal the public agency must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. Also, a child will receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, which are designed to address the behavior violation so that it does not recur.



If a child exceeds ten (10) days in such a placement, an IEP team meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP team meeting must take place immediately, if possible, or within ten (10) days of the school district's decision to take this type of disciplinary action.

As a parent you will be invited to participate as a member of this IEP team. The school district may be required to develop an assessment plan to address the misconduct or, if your child has a behavior intervention plan, review and modify the plan as necessary.

### **What happens if the IEP team determines that the misconduct is not caused by the disability?**

If the IEP team concludes that the misconduct was not a manifestation of the child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without a disability. (20 USC 1415[k][1] and [7]; 34 CFR 300.530)

If you disagree with the IEP team's decision, you may request an expedited due process hearing, which must occur within twenty (20) school days of the date on which you requested the hearing. (20 USC 1415[k][2]; 34 CFR 300.531[c])

Regardless of the setting the school district must continue to provide FAPE for your child. Alternative educational settings must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP. (34 CFR 300.530; EC 48915.5[b])

## **Children Attending Private School**

### **May students who are parentally placed in private schools participate in publicly funded special education programs?**

Children who are enrolled by their parents in private schools may participate in publicly funded special education programs. The school district must consult with private schools and with parents to determine the services that will be offered to private school students. Although school districts have a clear responsibility to offer FAPE to students with disabilities, those children, when placed by their parent in private schools, do not have the right to receive some or all of the special education and related services necessary to provide FAPE. (20 USC 1415[a][10][A]; 34 CFR 300.137 and 300.138; EC 56173)

If a parent of an individual with exceptional needs who previously received special education and related services under the authority of the school district enrolls the child in a private elementary school or secondary school without the consent of or referral by the local educational agency, the school district is not required to provide special education if the district has made FAPE available. A court or a due process hearing officer may require the school district to reimburse the parent or guardian for the cost of special education and the private school only if the court or due process hearing officer finds that the school district had not made FAPE available to the child in a timely manner prior to that enrollment in the private elementary school or secondary school and that the private placement is appropriate. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56175)

### **When may reimbursement be reduced or denied?**

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing your child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district, including stating your concerns and intent to enroll your child in a private school at public expense.

Your notice to the school district must be given either:

- At the most recent IEP team meeting you attended before removing your child from the public school, or
- In writing to the school district at least ten (10) business days (including holidays) before removing your child from the public school. (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56176)

### **When may reimbursement not be reduced or denied?**

A court or hearing officer must not reduce or deny reimbursement to you if you failed to provide written notice to the school district for any of the following reasons:

- The school prevented you from providing notice
- You had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of the requirement to notify the district
- Providing notice would likely have resulted in physical harm to your child
- Illiteracy and inability to write in English prevented you from providing notice, or
- Providing notice would likely have resulted in serious emotional harm to your child (20 USC 1412[a][10][C]; 34 CFR 300.148; EC 56177)



## State Complaint Procedures

### When may I file a state compliance complaint?

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE. (34 CFR 300.151–153; 5 CCR 4600)

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education  
Special Education Division  
Procedural Safeguards Referral Service  
1430 N Street, Suite 2401  
Sacramento, CA 95814

For complaints involving issues **not** covered by federal or state special education laws or regulations, consult your district's uniform complaint procedures.

To obtain more information about dispute resolution, including how to file a complaint, contact the CDE, Special Education Division, Procedural Safeguards Referral Service, by telephone at (800) 926-0648; by fax at 916-327-3704; or by visiting the CDE Web site at <http://www.cde.ca.gov/sp/se>.





## **Glossary of Abbreviations Used in This Notification**

ADR: Alternative Dispute Resolution

CFR: Code of Federal Regulations

EC: California Education Code

FAPE: Free Appropriate Public Education

IDEA: Individuals with Disabilities Education Act

IEP: Individualized Education Program

OAH: Office of Administrative Hearings

SELPA: Special Education Local Plan Area

USC: United States Code



## **Appendix B-1: Caliber: Beta Academy Local Control & Accountability Plan (LCAP)**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

# Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Caliber: Beta Academy

Contact Name and Title

Ashlee Gutierrez & Andrew Grossman  
School Leaders

Email and Phone

info@caliberschools.org  
(510) 685-1768

## 2017-20 Plan Summary

### The Story

Describe the students and community and how the LEA serves them.

West Contra Costa Unified School District (WCCUSD) is a large, K-12 urban district serving over 32,000 students in 2017-2018. Caliber: Beta Academy currently serves 780 students in Kindergarten to 8th grade. 75% of our students qualify for free or reduced lunch. 25% of our students are identified as English Learners. Enrollment also includes 12% of students designated as students with special needs holding an Individual Education Plan.

Caliber's mission is to shift the experiences, expectations, and outcomes for students in historically underserved communities. We provide students with a challenging and engaging personalized education that equips them with the knowledge and skills needed to succeed in competitive colleges, careers, and communities.

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

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

## LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

In our fourth year as a new charter school, we worked with our stakeholders to analyze our progress and to further develop our overall program. We have a number of ways to gather input and data that allowed us to identify what is working and what could be better. This year we expanded how we gather input from stakeholders through expanded committee work through the Parent Council, School Support Committee, and ELAC, along with 5 LCAP town halls. Additionally, we reviewed and analyzed multiple stakeholder surveys and student performance data. From this work we were able to identify trends.

Trends indicating our strengths are:

- The majority of our students are consistently experiencing more than one year's learning growth over a school year
- We are outperforming most of the WCCUSD schools that our students would otherwise attend
- 87% of families indicate that they would recommend Beta Academy to other families
- We were able to enter into a short and long-term agreement with WCCUSD that includes immediate site & facility improvements, along with an option for a long-term lease and Proposition 51 funding application
- We began a partnership with Seneca accessing approximately \$500,000 in mental health resources at no cost to the school or our families
- We have a healthy overall financial profile
- Our coding and SEL program continue to reimagine education and place us in a position to innovate and lead
- Our projected reclassification rate of 16%, well above the WCCUSD average of 11%

Trends indicating our opportunities are:

- Chronic absenteeism - our rates continue to be higher than we would like, even though they are lower than the WCCUSD average of 15.5%
- More appropriate parent engagement metrics - our parents, staff, and Board felt that volunteer hours was not an equitable indicator of parent engagement
- Math - our Math growth and proficiency have consistently been lower than our ELA rates; this year, we plan to invest more heavily in Math, which is reflected in Goal #3
- SPED - While we do not have all the data yet to know exactly what % of IEP goals will be met by EOY, we do not believe we will hit our goal of 85%

To address this latter point, SPED goal attainment has only been measured qualitatively in previous years, without a comprehensive plan to track student goal completion. This gave us an incomplete sense of our goal completion rates. This year we implemented a quantitative plan to measure IEP goal completion. While the percent of goals met will be significantly below 85% this year, we believe we have made substantial improvements to our special education program. Three specific examples of ways in which our program has improved this year:

- 1) All of our special education teachers have had regular and ongoing training and support with setting and measuring high-quality goals for students that are specifically aligned to their needs.
- 2) We have invested in paraprofessionals and contracted service providers that have enabled us to provide more tailored support for students with moderate to severe needs.
- 3) We have built and sustained a year-long 6 week intervention cycle for MTSS that has enabled us to better identify and support students with special needs. This program has been data driven for

both academic and behavioral needs and has led to substantial improvements in the way we support all of our students.

Our LCAP reflects the trends identified above and continued investment in many of the goals and strategies, rather than major shifts. You will see adjustments in a few areas such as parent engagement, chronic absenteeism, and creating tighter connections between students, teachers, parents, committees, and administrators.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

### Greatest Progress

There are several goals within our LCAP that we are proud of; however, we consider two in particular to be outstanding when compared to similar schools and our own historic performance.

**Culture + Parent Satisfaction:** This year, we improved our school culture tremendously. Highlights from our midyear staff survey included:

- 36% increase in staff who agree with the statement “I would recommend Caliber to a friend as a great place to work”
- 31% increase in staff who agree with the statement “The School Leadership Team demonstrates passion for Caliber’s mission and values”
- 21% increase in staff who agree with the statement “I receive the proper training to do my job well”
- 41% increase in staff who agree with the statement “The school leadership team helps our school overcome obstacles”
- 10% increases in families who agree with the statement “I would recommend Caliber to other families”
- 14% increase in families who agree with the statement “My child feels safe at school”

**EL Reclassification Processes:** We have a strict line for reclassification. In addition to passing the CELDT criteria, students must also demonstrate proficiency on the national test NWEA MAP. Even with this stringent standard, our reclassification rates continue to exceed the WCCUSD average.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

### Greatest Needs

There are three performance categories where we see a lot of opportunity for growth:

The first category is our LCAP goal surrounding the way we support our students with Individualized Education Programs (IEP) and the way we measure that support. Historically, we have used the

goal of 85% of students reaching the goals written into their IEPs. We have found this measure doesn't capture the full spectrum of support needed or provided. We have also taken a qualitative approach to determining whether IEP goals were met, which has led to inconsistency and potential subjectivity in the way we've communicated our success in hitting this goal. This year we took a substantially more quantitative approach to measuring this goal which led to a much lower percentage of students hitting the goal, and to us failing to hit our target of 85%. We are glad that we have taken a more quantitative approach to measuring this goal, because we believe it captures a more honest representation of our SPED program; however, it also illuminates a need to better define and measure this goal in subsequent years.

The second category is growth in Math for our students.

The final category is the way in which parents and families engage with our school. Our LCAP goal this year involved 20% of families volunteering 20 hours or more. While we did hit this goal, it does not represent what we believe to be the essence of strong parent / community engagement.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

In 2016-17, we did not have any student group that was two or more levels below the "all student" performance. However, we do have room for improvement across many of our categories. Our only "red" category was suspension rate, which we expect to improve this year. Last year's suspension rate was 3.5%; this year we are currently at 2.8%, which should move us from "red" to "green"

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

## Increased or Improved services

At Caliber Beta Academy, our support for low-income students is provided on a schoolwide basis across our whole student population. This is because of the large percentage of low-income students at the school (74%). Our specific programs that address specific challenges and barriers facing our low-income students include:

- A computer science program designed to provide the skills and experiences often reserved for wealthier school related to professions and abilities important in the 21st century;
- A social-emotional learning program designed to facilitate the healthy social and emotional development of all children, built on robust research and trauma informed practices; and
- A low ratio of instructional coaches to teachers, which, ensures that teachers facing unique or complex challenges in the classroom have experts that are able to provide direct support to teacher to help them learn how to support the unique needs of all students.

## Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

**DESCRIPTION****AMOUNT**

Total General Fund Budget Expenditures For LCAP Year

\$7,752,363

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$4,003,080.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The primary general fund budget expenditures which are not specified in the LCAP for 2018-19 are the following:

- Core teaching positions that are covered by general fund revenues
- Administrative and operations staff salaries & benefits
- Other administrative supplies, equipment, & services
- Field trips
- Facilities maintenance & utilities
- Furnishings
- Tech and communication costs (internet, phones, etc.)
- Meal program expenses
- Network & oversight costs
- After school program expenses

**DESCRIPTION****AMOUNT**

Total Projected LCFF Revenues for LCAP Year

\$7,478,660

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 1

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Teacher retention  <b>17-18</b> 65%  <b>Baseline</b> 69% (Projected)	81% (Projected)
<b>Metric/Indicator</b> Teacher certification & assignment  <b>17-18</b> 100% certified or in process of receiving certification  <b>Baseline</b> 95% (Projected)	100% certified or in process of receiving certification
<b>Metric/Indicator</b> Teacher evaluation of PD as useful for their teaching	TBD - to be determined at EOY survey

Expected	Actual
<b>17-18</b> TBD based on baseline  <b>Baseline</b> Awaiting measurement	
<b>Metric/Indicator</b> Frequency of teacher observations & feedback  <b>17-18</b> Bi-weekly (on average)  <b>Baseline</b> Bi-weekly (on average)	Teacher observation & feedback on a bi-weekly basis on average

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Weekly professional development sessions, including on teacher sustainability	Weekly professional development sessions, including on teacher sustainability	Professional Development General Fund 52500	Professional Development LCFF Supplemental/Concentration Funds 96169
		Professional Development Title III 7500	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Bi-weekly observations and feedback	Biweekly observations and feedback	Instructional Coaching General Fund 26000	Instructional Coaching LCFF Supplemental/Concentration Funds 255278
		Instructional Coaching Title II 35000	Instructional Coaching Title II 35517



**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
N/A	Support from Head of Talent and Head of HR in completing certification paperwork		Funded out of general operating funds

**Analysis**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

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

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

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

The school leadership team also provided training on restorative practices and mindfulness that directly connected to maintaining sustainable practices. Teachers and administrators participated in outside PD opportunities that included Common Core content,

equity practices, innovative practices, and site visits. Opportunities were sourced from relationships with partner organizations and professional businesses. Opportunities to attend were determined by staff request and input from the school leadership team.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The metrics for success that we defined were:

- 65% teacher retention. As of May, our projected retention is 81%
- 100% of teachers certified or in process of receiving certification. As of May, this goal has been met
- Majority of teachers find PD useful. We have not yet given our end of year survey, but a midyear survey indicates we are on track to meeting this goal
- Biweekly observation and feedback.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because LCFF supplemental and concentration funding was higher than originally anticipated during the 2017-18 budgeting process, and Title III program funding was lower, the school staff worked with the SSC and through the LCAP town hall process to reallocate funding to continue supporting those actions that were deemed to be the highest priorities.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The goal that Caliber would support teachers and staff in becoming effective educational leaders will remain consistent as we are deeply committed to teacher development and effectiveness. We believe it is a key lever in increasing student achievement. The action and services will also remain in place as teacher retention, credentialing, professional development, coaching, and sustainability are main drivers in supporting teacher effectiveness. Next year, our goals and high-level metrics will be the same. However, we will be implementing new action steps in our effort for continuous improvement towards this goal. Specifically, we will be increasing our investment toward coaches and implementing Communities of Practice across our campuses.

# Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 2

Caliber will foster and maintain a welcoming, safe and joyful space for students to focus on learning.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<div><b>Metric/Indicator</b> Facilities in good repair</div> <div><b>17-18</b> School facilities deemed in good repair</div> <div><b>Baseline</b> Currently in good repair</div>	<div>School facilities deemed in good repair</div>
<div><b>Metric/Indicator</b> ADA compliance of facilities</div> <div><b>17-18</b> Facility is ADA compliant</div> <div><b>Baseline</b> Currently ADA compliant</div>	<div>Facility is ADA compliant</div>
<div><b>Metric/Indicator</b> Parent &amp; student satisfaction with facilities</div> <div><b>17-18</b> Stakeholder surveys show overall satisfaction with the campus</div>	<div>76% of parents indicate satisfaction with the campus</div>

Expected

Actual

**Baseline**

No baseline for parent / student satisfaction rates yet

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Secure a safe and joyous campus via Prop 39 discussions with WCCUSD

Secured a safe and joyous campus via Prop 39 discussions with WCCUSD

Rent General Fund 292000

Rent General Fund 241000

**Action 2**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Maintain a clean and safe facility, implementing all school safety procedures

Maintained a clean and safe facility, implementing all school safety procedures

Custodial Services & Supplies  
General Fund 265000

Custodial Services & Supplies  
General Fund 250000

**Action 3**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Invest in improved facilities to create a more welcoming environment

Invested in improved facilities to create a more welcoming environment

Facility Improvements General  
Fund 50000

Facility Improvements LCFF  
Supplemental/Concentration  
Funds 44000

# Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Caliber worked successfully with WCCUSD to make the best of our current, temporary facility for the 2017-18 school year. We worked with the District comply with site safety and health inspections and to address maintenance issues. The school's custodial team worked to ensure a safe and clean environment. The school updated its safety plan and has been following it throughout the year.

Caliber also worked to identify new opportunities for the long-term future of the school's facilities in conjunction with WCCUSD. In the 17-18 school year, the following improvements were implemented:

- Murals and student art
- Garden, planter boxes, and plants throughout campus
- Coned off spaces for drop off and pick up
- New sports equipment and game areas designated by grade level
- Mesh netting to provide privacy and beautify fences
- Increased recreational square footage
- Bulletin boards and message centers across campus

In addition, Caliber and WCCUSD have begun work towards the long term plan for a permanent home for Beta Academy at “North Campus” in San Pablo. Caliber was found by the California School Finance Authority to be financially sound for the project and the school applied for and received Preliminary Apportionments from the State Allocation Board for the project. We are excited to being planning and design work this coming year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While there are numerous areas where our temporary facility falls short of our long-term facility aspirations, we feel we made the best of a difficult and temporary situation. We are encouraged by the upgrades the District provided in 2017-18, and even more encouraged by the prospect of a long-term home for the school at North Campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The school was unexpectedly able to apply for and receive a Prop 39 Clean Energy grant to make much needed lighting improvements across campus. This resulted in \$138k in unexpected funding, which was deployed towards this project, but not captured in the LCAP process.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will continue to gather stakeholder input on how we can make our temporary location even more warm and joyous over the next few years before we move into our permanent home at North Campus.

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

% of students who meet or exceed SBAC standards after barely meeting or not meeting the prior year

### 17-18

At least 5% of students who barely met standard or did not meet standard will meet or exceed standards

### Baseline

TBD Based on pending SBAC results

### Metric/Indicator

Use of common core aligned curriculum

### 17-18

Common core aligned curriculum is used

### Baseline

Common core aligned curriculum is used

Actual

On track to meet -- will be updated in July when we receive SBAC results

Common core aligned curriculum was used

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hiring additional teaching staff in upper grades and aides in lower grades	Added additional 4th and 5th grade teachers	Teacher Compensation & Benefits General Fund 2280000	Teacher Compensation & Benefits General Fund 1980000
		Teacher Compensation & Benefits LCFF Supplemental/Concentration Funds 275000	Teacher Compensation & Benefits LCFF Supplemental/Concentration Funds 420185
		Teacher Aides Compensation & Benefits Title I 200000	Teacher Aides Compensation & Benefits Title I 234690
		Teacher Aides Compensation & Benefits LCFF Supplemental/Concentration Funds 85000	Teacher Aides Compensation & Benefits Title III 26572

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Use common core aligned curriculum	Common core aligned curriculum was purchased or developed. Professional development on common core standards was provided.	Software & Content Licenses General Fund 113500	Software & Content Licenses General Fund 57000
		Instructional Materials Lottery 33000	Instructional Materials Lottery 33143
		Instructional Materials General Fund 72500	Instructional Materials General Fund 61857
		Library Books Parcel Tax 27500	Library Books Parcel Tax 15500
		Classroom Technology Parcel Tax 50375	Classroom Technology Parcel Tax 64725



			Instructional Materials Title I 45000
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### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide an after school program with enrichment and intervention services	After school program was provided in partnership with Bay Area Community Resources	After School Program ASES 112500	After School Program ASES 122850
		After School Program Parcel Tax 37125	After School Program Parcel Tax 26775

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Common core aligned curriculum has been selected and implemented across the campus. In summer professional development sessions teacher leaders and administrators developed and edited scope and sequences, pacing calendars, unit plans, and interim assessments to ensure alignment with common core and vertical alignment across grade levels.

To facilitate cognitive preparation for teachers, August professional development sessions centered around internalization of pacing calendars and unit plans. Teachers took their first interim assessment to understand the goal they were driving toward and, from there, backwards planned their first unit through daily lesson plans. Teachers were also introduced to the common core aligned digital learning platforms available to them to supplement student learning in a rotation/blended learning model.

Administrators and teacher leaders developed a year long professional development calendar to revisit this work throughout the year and deepen teacher expertise in curriculum and instruction. The calendar, also aligned to the school's strategic plan and LCAP, revisited several additional topics including data review and action planning, common core instructional shifts, and academic rigor. One of the central activities involved breaking down a grade-level appropriate problem set to determine how it aligned to the common core standards, the skills needed to solve it, and the required pre-requisite skills. Teachers would then plan their daily lesson plans for the following week using that information as a guide to the level of rigor and thinking required for student success.

Additionally, teachers in language arts and mathematics gave weekly or bi-weekly quizzes that were aligned to grade level common core standards. After administering the quiz, they would meet in content teams and/or with an instructional coach to review results and plan reteaching the necessary content. Throughout the year the school administration would revisit the weekly professional

development calendar to make adjustments based on data, observation/coaching notes, and feedback they received from teachers via PD surveys.

Classroom teacher aides in grades K-3, worked with classroom teachers to determine, plan, implement, and assess supports for English Learner Students. This include support with phonics, phonemic awareness, reteaching content, and providing additional reading instruction. The progress of English learners was tracked through interim assessments, measures of academic progress (MAP), reading assessments, and bi-weekly assessments. This data was used to help inform and guide instruction, including instructional support provided by classroom aides.

The English Language Advisory Committee met throughout the year on a monthly basis to discuss the needs of ELLs, progress monitor, and build our EL program. This discussion also included reviewing current and previous assessment data. The committee was able to provide recommendations to the School Site Council for the school improvement plan for the following year.

The School Site Council meeting agendas included student data review and discussion regarding appropriate interventions for lower performing students. The outcomes from these parent led discussions were instrumental in developing the school improvement plan and aligning Title funding allocation, which was approved by the committee for the school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

By focusing on the implementation of common core aligned curriculum, teacher's cognitive preparation for instruction, use of data to drive instructional decisions, and teacher engagement with CCSS to truly understand rigor and alignment, we have mitigated a significant barrier in student's grade level proficiency. Until teacher truly understand the expectations of the common core, they will not teach to the depth, complexity, nor rigor of those standards. The focus on professional development, observation and feedback, and use of data has allowed us to set an appropriate foundation so our teachers can meet the rigorous expectations of the common core while adapting their instruction to meet the needs of students as indicated by data metrics along the way.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were able to reduce our software licensing costs as compared to what was originally budgeted. As a result of higher-than-expected Title I funding, we were able to work with the SSC to identify additional instructional materials that we could purchase to support our program.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Action steps will change, as we are investing more heavily in academic support and an effort to move towards more alignment across schools as a lever for improving outcomes

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 4

Caliber families will partner with Caliber staff in order to support the student's academic, social and emotional learning goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Distribution of PLPs

**17-18**

PLPs sent home 3x/year

**Baseline**

PLPs sent home 3x/year

**Metric/Indicator**

Parent volunteering rates

**17-18**

20% of parents will complete 20 or more volunteer hours per year

**Baseline**

20% of parents complete 20 or more volunteer hours per year

**Metric/Indicator**

Parent satisfaction rates

**17-18**

80% of parents indicate they are satisfied with the school

Actual

PLPs have been sent home twice and planned for a 3rd time in June.

26% of parents volunteered, but a majority did not meet 20 hours

Mid-year survey indicates 84% satisfaction; Year-end results not yet in.

Expected

Actual

**Baseline**

Currently setting the baseline for parent satisfaction rates

**Actions / Services**

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Produce & distribute PLPs	PLPs were produced and distributed each trimester	Funded out of general operating expenses General Fund 0	Funded out of general operating expenses

**Action 2**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Promoting and tracking parent volunteer hours	Implemented new sign in system to track volunteering	Community Outreach & Events General Fund 10000	Community Outreach & Events LCFF Supplemental/Concentration Funds 26275
		Volunteer Screening General Fund 5000	Volunteer Screening General Fund 1000

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Weekly communication to parents in English & Spanish	New weekly progress report was created for all middle school families. Family events were held.	Translations General Fund 5000	Translations General Fund 5400

# Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The personalized learning plans (PLPs) were revised using parent and staff feedback from the previous year. Trainings were held throughout the year to support teachers with utilizing and completing the PLPs for each student. At the end of this year, the PLPs will have been sent home three times. We are very happy with the high levels of engagement and communication that happens during our PLP in-person conferences. In our midyear parent survey, 85% of parents indicated they understood and read the PLP, which is our highest to date.

Staff, students, and parents engage in conversations about strengths, areas for improvements, and personalized goals moving forward. We also invite families onto our campus to volunteer during community events and to support with ongoing operational needs across the campus.

There have been a number of highly attended community events as part of our partnership with parents, including:

- Latino History Assembly
- Winter World Culture Assembly and Heritage Museum
- Black History Month Assembly
- Literacy Night
- Book Fair
- After school spelling bee
- Spring Festival
- Fall Festival

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

There are several examples of us successfully building relationships with parents through regular communication, volunteer opportunities, and parent information sessions. The first example of us partnering with parents includes ongoing communication from both teachers and school leaders. Teachers send frequent updates to parents about both successes and challenges to help create consistency for our students at home and school. We are particularly proud of a new program launched this year in our middle school grades, Dean’s List, which allowed us to send weekly academic and behavioral progress reports to parents. The system also tracks Tier 1 and Tier 2 behavioral interventions and communicates student participation to families in English and Spanish. Feedback from parents was overwhelmingly positive. Through this system, parents had increased clarity about their students’ progress, the exact interventions the school was implementing to support their students, and how they could help.

Secondly, we implemented more robust and intentional parent partnership programs. Parents volunteered at school-wide events including protests, festivals, field trips and celebrations. Parents also participated in LCAP Townhall meetings, coffee with the principal, and a Santa Rosa Fire victim fundraiser. Lastly, parents built relationships with the school through parent information sessions and events. Parents got the opportunity to see first-hand how their children are taught; which, enables them to better understand the school model and how they can support their child's academic and social-emotional growth at home.

While we were committed to implementing a digital tracking system this year, we did not see full fidelity with its use. Feedback from our Board and our parents indicated that diligent in-and-out tracking of parent volunteers was not highest leverage use of our front office staff's time, especially given the incremental work they could be doing with attendance. In addition, although we had opportunities to volunteer outside of school hours, feedback also indicated that it was unfair to working families to use this as a measurement for the depth of our partnership with parents. We have taken both of these feedback sentiments into account in planning for next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

In an effort to build and maintain strong relationships between the school and its broader parent and student community, we invested more heavily than originally planned in community outreach and events. Because many of the volunteer screening costs were paid for by Caliber Schools, the organization that operates Beta Academy, only a small portion of the originally anticipated costs were carried by the school in 2017-18.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We believe in the importance of parent partnerships, and engagement, as such, this goal will remain. We will continue to revise our Personalized Learning Plans so they reflect our learnings and stakeholder feedback. We are committed to them as a measurable outcome and in our planned actions and services.

Under our new volunteer tracking system, 26% of parents have signed in. However, the training and tracking of hours proved to be more difficult. For instance, when parents forget to sign back out, it is difficult to know how long they volunteered for. A majority of parents have less than 3 sign ins, which suggests that it is unlikely they met the 20 hour target we set. Feedback from our Board, staff, and families also suggested that this was not an equitable indicator of parent engagement. Hence, we are changing this metric to be 50% of families filling out our family surveys, while keeping our survey metric around satisfaction rates.

# Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<div><b>Metric/Indicator</b> EL reclassification rate  <b>17-18</b> 10% of ELs will be reclassified  <b>Baseline</b> 27% of ELs reclassified</div>	<div>Projected 15.7% reclassification</div>
<div><b>Metric/Indicator</b> Reclassified student follow-up  <b>17-18</b> 100% of reclassified students will receive quarterly review  <b>Baseline</b> 100% of reclassified students received quarterly review</div>	<div>Reclassified students receiving quarterly review</div>

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.



## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PD in the Caliber reclassification criteria and process	PD was held.	Funded out of general operating expenses General Fund 0	Funded out of general operating expenses

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
PD in GLAD training for teacher leaders	GLAD training for teachers was provided	Expenditures reported above in Goal #1 General Fund 0	Expenditures reported above in Goal #1

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implementation of a direct instruction phonics and phonemic awareness program in K-2	Direct instruction phonics and phonemic awareness program was implemented in K-2	ELL Materials Title III 2500	Included in amounts reported in Goal #3 Instructional Materials Title I

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Instructional aides trained, coached and supported in phonics and phonemic awareness program	Instructional aides were trained, coached, and supported.	Teacher Aides Compensation & Benefits Title III 10000	Included in amounts reported in Goal #3 Teacher Aides Compensation & Benefits Title III

## Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Engage and involve parents in the reclassification process	ELAC meetings were held regularly.	Funded out of general operating expenses General Fund 0	Funded out of general operating expenses

# Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Several information sessions were held for parents and teachers to assist with understanding the reclassification criteria, process, and assessments. Parents were engaged through several formats, including in-person meetings and in the planning of the reclassification ceremony. Some professional development (PD) opportunities were held around high-quality English Language (EL) pedagogy and second language acquisition. The use of small group instruction and rotation/blended learning model PD was provided as a way to target instruction to student need and provide EL students additional support in content areas. The Leveled Literacy Intervention program was purchased and implemented in many classrooms. This program is designed for students who need additional support in language development. Interim assessments were administered to students to gauge their language development.

In addition, in our midyear NWEA MAP (a nationally normed test), we saw very similar rates of growth between ELL and non-ELL students

34% of our ELL students and 34% of non-ELL students were on track to make 2 years of growth
45% of our ELL students and 47% of our non-ELL students were on track to make at least 1.5 years of growth
64% of ELL students and 58% of non-ELL students were on track to make at least one year of growth.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The parent information sessions have led to increased understanding about the requirements and process of reclassification. Interventions for ELLs have resulted in improvement as measured by MAP and F&P assessments as shown in the lack of variance in performance by this subgroup compared to non-ELLs

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Because the school's Title III funding allocation was considerably lower than originally anticipated, and it's Title I funding allocation was higher than originally anticipated, the school's SSC decided to fund many of these activities with Title I money instead of Title III money. The expenditure of Title I funds to purchase ELL instructional materials for english language mastery are reported in Goal #3 above. The expenditure of Title I and III funds on teacher aide compensation and benefits are also reported in Goal #3 above.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As a school that serves a significant percentage of English Learners, it is critical that we have a goal tied to their academic success. We will retain the engagement and involvement of parents in the reclassification process to ensure it remains.

Upon receiving our CELDT results, we were please to see that over 40% of students that took the assessment had passed. However, when a second data point was included, the MAP assessment, the number of students eligible for reclassification dropped significantly. We were concerned that we had misaligned our second data point given that MAP is an assessment of reading comprehension, not of English language proficiency, specifically fluency with the English language, which is the goal of CELDT. As we communicated with other skills to learn more about their reclassification eligibility requirements, we learned that most other schools offer a menu of secondary data points that can qualify a student for reclassification (i.e. MAP 3 and/or F&P and/or SRI, etc). We brought this information to our ELAC to advise on our next steps. They recommended that we amend our requirements for the 2018-19 school year. Recognizing that our 8th grade students would not benefit from that amendment before going off to high school, the ELAC voted to grant a one time amendment to 8th grade students only. The 8th grade students that passed CELDT and passed MAP with a 2 were given an F&P assessment. All students that passed the F&P at grade level received a parent conference to discuss the reclassification process, pros and cons for high school, and long term implications, then parents opted into reclassification if they agreed that was best for their child.

# Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 6

Caliber will develop a positive student and school culture through developing avenues to foster: student identity, student voice and empowerment in order to make a difference in their community.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Attendance rate  <b>17-18</b> 95%  <b>Baseline</b> 95.4%	5/31 update: 95.5%
<b>Metric/Indicator</b> Suspension rate  <b>17-18</b> <3%  <b>Baseline</b> 3.5%	5/31 update: 2.7%
<b>Metric/Indicator</b> Expulsion rate	5/24 update: 0%

Expected	Actual
<b>17-18</b> <1% <b>Baseline</b> 0%	
<b>Metric/Indicator</b> Middle school drop-out rate <b>17-18</b> <1% <b>Baseline</b> 0%	5/24 update: 0%
<b>Metric/Indicator</b> Improvement in chronic absenteeism rate <b>17-18</b> 1% improvement <b>Baseline</b> 10.2%	5/31 update: 11.2%

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Additional staff and outside support and shift in roles to provide behavior and attendance support	Contracted with a local agency, Peacemakers, to provide additional support for attendenc	SEL Staff LCFF Supplemental/Concentration Funds 185000	SEL Staff LCFF Supplemental/Concentration Funds 303424
		Behavior Intervention Support Title I 35000	Behavior Intervention Support Title I 35000

### Action 2

Planned

Actual

Budgeted

Estimated Actual

Actions/Services	Actions/Services	Expenditures	Expenditures
Revision of attendance guidance for staff	Front office staff revised their attendance management processes	Funded out of general operating expenses General Fund 0	Funded out of general operating expenses

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Attendance incentive system for stakeholders	Attendance incentive system for stakeholders	Funded out of general operating expenses General Fund 0	Funded out of general operating expenses

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Multi-tiered student support system	Advisory structure in middle school for additional adult touch-points	Funded out of general operating expenses General Fund 0	Funded out of general operating expenses

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The school purchased the Toolbox curriculum which is a curriculum focused on explicitly teaching social-emotional learning skills. Teachers were trained to use the curriculum before the school year. Several follow-up professional development (PD) sessions were offered related to morning circle and implementing Toolbox throughout the day. The school model is also built on restorative practices and mindsets.

An overview of restorative justice practices was held for parents and teachers. In a partnership with TransformEd and Panorama, we conducted a culture survey for students and teachers twice during the year. The first survey was given in October and the second one was given in May. Parents also completed two surveys, one in January and another in June.

A school and organization dashboard was created in LearnMetrics, our data tracking platform, that provided real-time data on attendance. This allowed school leadership to track attendance each week. A number of attendance incentives were put in place that included long-term and short-term incentives around perfect attendance or set periods of time. Students who reached specific numbers of absences were then tracked separately as part of our chronic absenteeism program. Individual leadership team members

followed up with individual students and families to help problem-solve, underscore the importance of attendance, and improve attendance.

Finally, we partnered with an external community organization, Peacemakers, to address chronic absenteeism.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall, our attendance rate is 95.6% average daily attendance. There were 0 expulsions for the year resulting in meeting the goal of less than 1% expulsion rate. Our suspension rate was 2.6%, meeting our goal of under 3% and well under the District average of 5.9%. We had no dropouts. 100% of teachers executed the SEL curriculum. The greatest need in this goal area is therefore chronic attendance. We will center this goal for next year on attendance to help focus our actions and services.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are hiring additional SEL leads to improve Toolbox implementation at Beta Academy. We will continue with attendance incentive systems and MTSS implementation. Additionally, we will be implementing a new referral tracking system in order to continue to decrease suspensions.

# Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 7

Caliber will develop critical thinking skills across multiple subjects to prepare students for life beyond school.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Minutes of coding, science, and social studies in the master schedule <b>17-18</b> 180 minutes per week <b>Baseline</b> ~100 minutes per day	150 minutes per day in upper school; 100 in grades 3-5; 101 in grades K-2
<b>Metric/Indicator</b> % of students completing a coding project designed around critical thinking skills <b>17-18</b> Set baseline this year <b>Baseline</b> No baseline	Maintain at >95%
<b>Metric/Indicator</b> % of students completing three or more writing performance tasks	Maintain at >95%



Expected	Actual
<b>17-18</b> Set baseline this year  <b>Baseline</b> No baseline for the % of students completing 3+ writing tasks	

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer coding classes	Hired additional CS lead for curriculum development Offer coding classes for all K-8 students	Coding Staff Compensation & Benefits General Fund 70000	Coding Staff Compensation & Benefits LCFF Supplemental/Concentration Funds 201344
		Coding Staff Compensation & Benefits LCFF Supplemental/Concentration Funds 115000	Coding Software & Materials LCFF Supplemental/Concentration Funds 12500
		Coding Software & Materials General Fund 26250	

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Offer art classes	Offered art classes	Art/Music Program Expenses General Fund 40000	Art/Music Program Expenses LCFF Supplemental/Concentration Funds 31872

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Offer PE classes	Offered PE classes	PE Program Expenses General Fund 165000	PE Program Expenses LCFF Supplemental/Concentration Funds 129766
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## Action 4

	Trained all teachers in teaching writing. All students completed at least 3 writing performance tasks		Funded out of general operating funds
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## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our metrics were:

Set baseline for % students completing a coding project

Set baseline for % of students completing 3+ writing tasks

This year our computer science teachers partnered with Girls Garage to create cross- curriculum project based learning units during the first trimester. The project included professional development with the computer science team and their partner teacher, site visits to the girls garage, and ongoing project management by the school leader and Girls Garage team. The projects culminated in a community showcase.

The first half of the year in computer science classes was focused on digital literacy and digital fluency. Students learned how to use google's search engine and created slide presentations that were evaluated on aesthetics, structure, and against criteria establishing the number of images and text formats that needed to be present. Students used those presentations to support a project-based learning pilot. Early elementary students presented about the benefits of recycling and created a school-wide recycling plan, our upper elementary students created a project about urban revitalization and made proposals for how to improve abandoned parts of their community, and middle school students created projects about how humans impact native wildlife and what can be done to improve their living conditions.

The second half of the year focused on programming, debugging, and algorithmic thinking. Students used a series of unplugged and computer-based lessons rooted in code.org's new elementary curriculum. In elementary school, the end-of-year project was a student written book with a series of programmable mazes that students created and shared with their classmates. In middle school, the final project was a game design project where students used the programming language "Scratch" to build their own computer games.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

We met all parts of this goal. All students had regular and ongoing access to high-quality computer science, social studies, and science instruction. Teachers received coaching and support to ensure they were able to teach these content areas well, and an additional staff member was paid a stipend to help coach and write curriculum for our computer science teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Coding software and materials were less than originally anticipated as a result of the decision to switch the software programs used in our curriculum. The previous software came with a high annual license fee, whereas the new software tools do not have a license fee. The resulting savings allowed the school to focus spending on other priorities outlined in the plan.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We are excited to continue improving our coding, science, and writing units in the 18-19 school year. We will continue to implement our writing, art, music, and coding programs. In addition, we are going to continue to improve our approach to Math instruction to push critical thinking. In 17-18, we worked with an external Math expert to develop this approach. We will increase her coaching time on campus in the 18-19 school year, including dedicated Math PD time

# Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

## Goal 8

Caliber SPED students will grow in the Caliber community and their families will feel supported in their individualized education plans.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Rate of IEP goal completion  <b>17-18</b> Maintain rate of IEP goal completion at 85% of higher  <b>Baseline</b> 90% of IEP goals completed	56% IEP goal completion

## Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hold IEP meetings & implement SPED services as identified in students' IEPs	IEP meetings were held throughout the year and SPED services were implemented.	SPED Staff SPED 422500	SPED Staff SPED 475000

		SPED Supplies & Service Providers SPED 50000	SPED Staff General Fund 290000
		SPED Staff General Fund 226000	SPED Supplies & Service Providers SPED 94000
		SPED Supplies & Service Providers General Fund 267000	SPED Supplies & Service Providers General Fund 203000

## Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

While the goal of 85% of students meeting their IEP goals is simple to establish, there are many complex factors that result in whether the goal is met or not. Every student has unique goals on their IEP that relate to their current disability, developmental stage, and previous accomplishments. Goals can be academic, linguistic, behavioral, social, or physical depending on the student's unique needs. As a school, our job is to provide each student with the specific supports they need to reach those goals. In previous years, Caliber has measured this goal in a relatively qualitative manner, consulting with each student's teachers and SPED support team to gauge whether students are making the progress we believe they can. This year, we began approaching this goal with a more scrupulous approach. This is a significant factor in why we failed to reach this goal this year, but is also a decision we are fully confident will lead to better results for kids. We are now tracking quantitative data on each IEP goal and then measuring, for each goal, whether the data meets the firm target outcome set in the IEP. If it does, we count the goal met, if it doesn't meet the firm target outcome, we count the goal not met.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

While we do not have all the data yet to know exactly what % of IEP goals will be met by EOY, we are confident we will not hit our goal of 85%. As addressed above, in previous years, this has been measured very qualitatively, without a comprehensive plan to track student goal completion. This year we have implemented a very quantitative plan to address IEP goal completion, and while the percent of goals met will be significantly below 85%, we also believe we have made substantial improvement to our special education program this year. Three specific examples of ways in which our program has improved this year:

- 1) All of our special education teachers have had regular and ongoing training and support with setting and measuring high-quality goals for students that are specifically aligned to their needs.
- 2) We have invested in paraprofessionals and contracted service providers that have enabled us to provide more tailored support for students with moderate to severe needs needs.

3) We have built and sustained a year-long 6 week intervention cycle for MTSS that has enabled us to better identify and support students with special needs. This program has been data driven for both academic and behavioral needs and has led to substantial improvements in the way we support all of our students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The original budget for SPED staff incorrectly failed to include the benefits costs associated with those personnel (which costs were included in the budgeted cost of general education and operations personnel). As a result, the budget under-represented the real cost of the anticipated program personnel. The estimated actual costs here include the full cost of the anticipated personnel that were on staff during 2017-18.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We will be re-writing this goal to better reflect what we believe are the critical elements of a strong special education program, specifically focusing on a more detailed view of how students are progressing against their IEP goals using measurements like “Not Met”, “Almost Met”, “Met”, and “Exceeded” to align our nomenclature with other annual assessments. We will then use those levels of progress to set our goals for student progress. We will also be incorporating an additional goal for special education specifically tied to parent satisfaction with our special education program.

# Stakeholder Engagement

LCAP Year: **2018-19**

## Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

The school held five LCAP town hall meetings during the school year for all stakeholders. This included a needs assessment, review of progress, and feedback/input opportunities. The SSC and ELAC committees also provided feedback and input throughout the year, including specific recommendations.

Additionally, students, staff and parents completed a survey to gather input and feedback.

## Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The information and input collected was used to develop and refine an ongoing collection of trends that demonstrated both strengths and areas of opportunity. Additionally, updates and trends were shared for specific input that led to further refinement.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 1

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

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Teacher retention	71%	81% (Projected)	70%	TBD based on 2018-19 results
Teacher certification & assignment	95% certified or in process of receiving certification	100% certified or in process of receiving certification	100% certified or in process of receiving certification	TBD based on 2018-19 results
Teacher evaluation of PD as useful for their teaching	10.1% said PD was useful for teaching	TBD - to be determined at end of year survey	Majority of teachers find PD at Caliber useful	TBD based on 2018-19 results
Frequency of teacher observations & feedback	Bi-weekly (on average)	Bi-weekly (on average)	Bi-weekly (on average)	TBD based on 2018-19 results



## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Weekly professional development sessions, including on teacher sustainability

2018-19 Actions/Services

Weekly professional development sessions, including on teacher sustainability

2019-20 Actions/Services

TBD based on 2018-19 results

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	52500	71000	
Source	General Fund	LCFF Supplemental/Concentration Funds	
Budget Reference	Professional Development	Professional Development	
Amount	7500	33370	
Source	Title III	Title II	
Budget Reference	Professional Development	Professional Development	
Amount		27000	
Source		Parcel Tax	
Budget Reference		Professional Development	

## Action 2

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
---	---

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

## Actions/Services

	Unchanged Action	Unchanged Action
	Hiring additional instructional coaching staff	TBD based on 2018-19 results

## Budgeted Expenditures

Amount		416250	
Source		LCFF Supplemental/Concentration Funds	
Budget Reference		Instructional Coaching	

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Bi-weekly observations and feedback

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Bi-weekly observations and feedback

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

TBD based on 2018-19 results

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	26000		
Source	General Fund		
Budget Reference	Instructional Coaching	Included above	
Amount	35000		
Source	Title II		
Budget Reference	Instructional Coaching		
Amount	20000		
Source	Title III		
Budget Reference	Instructional Coaching		

#### Action 4

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
---	---

OR

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

#### Actions/Services

	New Action	Unchanged Action
	Support implementation of PLCs during Friday PDs	TBD based on 2018-19 results

#### Budgeted Expenditures

Budget  
Reference

Funded out of General Operating  
Funds

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 2

Caliber will foster and maintain a welcoming, safe and joyful space for students to focus on learning.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

### Identified Need:

Caliber students need an ADA compliant facility and a safe overall learning environment in which to thrive.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Facilities in good repair	Currently in good repair	School facilities deemed in good repair	School facilities deemed in good repair	TBD Based on Year 1 & Year 2 Results
ADA compliance of facilities	Currently ADA compliant	Facility is ADA compliant	Facility is ADA compliant	TBD based on 2018-19 results
Parent & student satisfaction with facilities	N/A - did not ask about campus in previous surveys	76% of parents indicate satisfaction with the campus	Stakeholder surveys show overall satisfaction with the campus	TBD based on 2018-19 results

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Secure a safe and joyous campus via Prop 39 discussions with WCCUSD

2018-19 Actions/Services

Secure a safe and joyous campus via Prop 39 discussions with WCCUSD

2019-20 Actions/Services

TBD based on 2018-19 results

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	292000	265510	
Source	General Fund	General Fund	
Budget Reference	Rent	Rent	

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain a clean and safe facility, implementing all school safety procedures

2018-19 Actions/Services

Maintain a clean and safe facility, implementing all school safety procedures

2019-20 Actions/Services

TBD based on 2018-19 results

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	265000	260000	
Source	General Fund	General Fund	
Budget Reference	Custodial Services & Supplies	Custodial Services & Supplies	

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Invested in improved facilities to create a more welcoming environment

2018-19 Actions/Services

Invest in improved facilities and technology to create a more welcoming environment

2019-20 Actions/Services

TBD based on 2018-19 results

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	50000	10000	
Source	General Fund	General Fund	
Budget Reference	Facility Improvements	Facility Improvements	
Amount		83000	
Source		Parcel Tax	
Budget Reference		Classroom Technology	
Amount		67500	
Source		LCFF Supplemental/Concentration Funds	
Budget Reference		Classroom Technology	

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 3

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

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students who meet or exceed SBAC standards after barely meeting or not meeting the prior year	18*% in Math; 29% for ELA	On track to meet -- will be updated in July when we receive SBAC results	At least 5% of students who barely met standard or did not meet standard will meet or exceed standards	TBD based on 2018-19 results
Use of common core aligned curriculum	Common core aligned curriculum is used	Common core aligned curriculum was used	Common core aligned curriculum is used	TBD based on 2018-19 results

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math-Specific PD	N/A - did not offer math-specific PD before	1 math teacher participated in math-specific training and professional development	100% of math teachers participate in training and professional development	TBD based on 2018-19 results

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Hiring additional teaching staff in upper grades and aides in lower grades

Hiring additional teaching staff in upper grades and aides in lower grades

TBD based on 2018-19 results

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2280000		
Source	General Fund		
Budget Reference	Teacher Compensation & Benefits		
Amount	275000	333125	
Source	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds	
Budget Reference	Teacher Compensation & Benefits	Teacher Compensation & Benefits	
Amount	200000	231940	
Source	Title I	Title I	
Budget Reference	Teacher Aides Compensation & Benefits	Teacher Aides Compensation & Benefits	
Amount	85000		
Source	LCFF Supplemental/Concentration Funds		
Budget Reference	Teacher Aides Compensation & Benefits		

### Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Use common core aligned curriculum

2018-19 Actions/Services

Use common core aligned curriculum

2019-20 Actions/Services

TBD based on 2018-19 results

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	113500	50747	
Source	General Fund	General Fund	
Budget Reference	Software & Content Licenses	Software & Content Licenses	

Amount	33000	33708	
Source	Lottery	Lottery	
Budget Reference	Instructional Materials	Instructional Materials	
Amount	72500	83514	
Source	General Fund	LCFF Supplemental/Concentration Funds	
Budget Reference	Instructional Materials	Instructional Materials	
Amount	27500	11500	
Source	Parcel Tax	Parcel Tax	
Budget Reference	Library Books	Library Books	
Amount	50375	9968	
Source	Parcel Tax	Title III	
Budget Reference	Classroom Technology	ELL Materials	

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

Schoolwide  
[Add Scope of Services selection here]

All Schools  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged  
for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged  
for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged  
for 2019-20

Unchanged Action

2017-18 Actions/Services

Provide an after school program with  
enrichment and intervention services

2018-19 Actions/Services

Continue to support an on-campus after  
school program that includes an academic  
intervention component

2019-20 Actions/Services

TBD based on 2018-19 results

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	112500	122850	
Source	ASES	ASES	
Budget Reference	After School Program	After School Program	
Amount	37125	13500	
Source	Parcel Tax	Parcel Tax	
Budget Reference	After School Program	After School Program	

### Action 4

All  
[Add Students to be Served selection here]

All Schools  
[Add Location(s) selection here]

OR



English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

**Actions/Services**

	New Action Unchanged Action	Unchanged Action
	Conduct additional content-specific professional development in Math and ELA	TBD based on 2018-19 results

**Budgeted Expenditures**

Budget Reference		Professional Development Included in Goal #1 expenditures	
---------------------	--	--	--

**Action 5**

All [Add Students to be Served selection here]	All Schools [Add Location(s) selection here]
---	---

**OR**

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
--	--	---

**Actions/Services**

	New Action Unchanged Action	Unchanged Action
	Engage a math consultant / coach for emphasis on Math and content-specific PD	TBD based on 2018-19 results

**Budgeted Expenditures**

Budget Reference		Instructional Coaching Included in Goal #1 expenditures	
---------------------	--	--	--

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 4

Caliber families will partner with Caliber staff in order to support the student's academic, social and emotional learning goals.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Identified Need:

Caliber students need family support and involvement in order to meet their academic goals and achieve their full potential.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Distribution of PLPs	PLPs sent home 3x/year	PLPs have been sent home twice and planned for a 3rd time in June.	PLPs sent home 3x/year	TBD based on 2018-19 results
Parent survey completion rates	10% completion	30% completion	50% of families complete the annual parent survey	TBD based on 2018-19 results
Parent satisfaction rates	Currently setting the baseline for parent satisfaction rates	Mid-year survey indicates 84% satisfaction; Year-end results not yet in.	80% of parents indicate they are satisfied with the school	TBD based on 2018-19 results

# Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Produce & distribute PLPs

2018-19 Actions/Services

Produce & distribute PLPs

2019-20 Actions/Services

TBD based on 2018-19 results

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Source	General Fund	General Fund	
Budget Reference	Funded out of general operating expenses	Funded out of general operating expenses	

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Promoting and tracking parent volunteer hours

2018-19 Actions/Services

Implement incentives for parent survey completion

2019-20 Actions/Services

TBD based on 2018-19 results

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	10000		
Source	General Fund	General Fund	
Budget Reference	Community Outreach & Events	Community Outreach & Events Funded out of general operating funds	
Amount	5000		
Source	General Fund		
Budget Reference	Volunteer Screening		

## Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Weekly communication to parents in English & Spanish	Gather feedback from parents and respond accordingly	TBD based on 2018-19 results

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	5000	0	
Source	General Fund	General Fund	
Budget Reference	Translations	Community Outreach & Events Funded out of General Operating funds	

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 5

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

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

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

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
EL reclassification rate	21.4% reclassification	Projected 15.7% reclassification	10% of ELs will be reclassified	TBD based on 2018-19 results
Reclassified student follow-up	100% of reclassified students received trimester review	100% of reclassified students received trimester review	100% of reclassified students received trimester review	TBD based on 2018-19 results

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1



For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PD in the Caliber reclassification criteria and process

2018-19 Actions/Services

Parent information nights in collaboration with ELAC and GTL

2019-20 Actions/Services

TBD based on 2018-19 results

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	
Source	General Fund	General Fund	
Budget Reference	Funded out of general operating expenses	Funded out of general operating expenses	

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

PD in GLAD training for teacher leaders

2018-19 Actions/Services

PD in GLAD training for teacher leaders

2019-20 Actions/Services

TBD based on 2018-19 results

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	0	
Source	General Fund	General Fund	
Budget Reference	Professional Development Expenditures reported above in Goal #1	Professional Development Expenditures reported above in Goal #1	

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All  
[Add Students to be Served selection here]

All Schools  
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implementation of a direct instruction phonics and phonemic awareness program in K-2

2018-19 Actions/Services

Revamp our reclassification criteria

2019-20 Actions/Services

TBD based on 2018-19 results

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	2500	0	
Source	Title III	General Fund	
Budget Reference	ELL Materials	Professional Development Funded out of General Operating Funds	

**Action 4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Instructional aides trained, coached and supported in phonics and phonemic awareness program

**2018-19 Actions/Services**

Provide additional intervention supports through Imagine Learning

**2019-20 Actions/Services**

TBD based on 2018-19 results

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	10000	15000	
Source	Title III	Title III	
Budget Reference	Teacher Aides Compensation & Benefits	Software & Content Licenses	

**Action 5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

2017-18 Actions/Services

Engage and involve parents in the reclassification process

2018-19 Actions/Services

2019-20 Actions/Services

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0		
Source	General Fund		
Budget Reference	Funded out of general operating expenses		

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 6

Caliber will develop a positive student and school culture through developing avenues to foster: student identity, student voice and empowerment in order to make a difference in their community.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Identified Need:

Caliber students need to take ownership for their learning in order to become lifelong learners and make a difference in their community.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance rate	95.4%	95.5%	95%	TBD based on 2018-19 results
Suspension rate	3.5%	2.74%	<2.5%	TBD based on 2018-19 results
Expulsion rate	0%	0%	<1%	TBD based on 2018-19 results
Middle school drop-out rate	0%	0%	<1%	TBD based on 2018-19 results

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Improvement in chronic absenteeism rate	10.2%	11.2%	1% improvement	TBD based on 2018-19 results

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Additional staff, outside support, and shift in roles to provide behavior and attendance support

2018-19 Actions/Services

Additional staff, outside support, and shift in roles to provide behavior and attendance support

2019-20 Actions/Services

TBD based on 2018-19 results

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	185000	62500	
Source	LCFF Supplemental/Concentration Funds	LCFF Supplemental/Concentration Funds	
Budget Reference	SEL Staff	Behavior Intervention Support	
Amount	35000	63750	
Source	Title I	Title I	
Budget Reference	Behavior Intervention Support	Behavior Intervention Support	

## Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20



New Action	New Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Revision of attendance guidance for staff	Referral tracking system with targets around decreasing absenteeism throughout the year	TBD based on 2018-19 results

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Source	General Fund	General Fund	
Budget Reference	Funded out of general operating expenses	Funded out of general operating expenses	

### Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All  
[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide  
[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools  
[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Attendance incentive system for stakeholders

2018-19 Actions/Services

Attendance incentive system for stakeholders

2019-20 Actions/Services

TBD based on 2018-19 results

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	
Source	General Fund	General Fund	
Budget Reference	Funded out of general operating expenses	Funded out of general operating expenses	

### Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

New Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Implement Multi-tiered student support system

2018-19 Actions/Services

Maintain multi-tiered student support system

2019-20 Actions/Services

TBD based on 2018-19 results

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	0	298888	
Source	General Fund	LCFF Supplemental/Concentration Funds	
Budget Reference	Funded out of general operating expenses	SEL Staff	

**Action 5**

All  
[Add Students to be Served selection here]

All Schools  
[Add Location(s) selection here]

**OR**

English Learners  
Foster Youth  
Low Income  
[Add Students to be Served selection here]

Schoolwide  
[Add Scope of Services selection here]

All Schools  
[Add Location(s) selection here]

**Actions/Services**

New Action

Unchanged Action

K-5 implementation of Toolbox SEL software

TBD based on 2018-19 results

**Budgeted Expenditures**

Budget Reference	Budget included in software above	Budget included in software above	
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# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 7

Caliber will develop critical thinking skills across multiple subjects to prepare students for life beyond school.

### State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

Caliber students need a well-rounded education (beyond the core academic subjects) that give them skills to prepare them for life beyond school.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Minutes of coding, science, and social studies in the master schedule	150 minutes per day in upper school; 100 in grades 3-5; 101 in grades K-2	180 minutes per week	180 minutes per week	TBD based on 2018-19 results
% of students completing a coding project designed around critical thinking skills	N/A - not tracked in 16-17	100%	Maintain at >95%	TBD based on 2018-19 results

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of students completing three or more writing performance tasks	N/A - not tracked in 16-17	100%	Maintain at >95%	TBD based on 2018-19 results
% of students completing "worthy tasks" in Math	N/A - not tracked in 16-17	N/A - not tracked in 15-16	>90%	TBD based on 2018-19 results

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

### Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

#### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

#### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

#### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

### Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

## 2017-18 Actions/Services

Offer coding classes

## 2018-19 Actions/Services

Offer coding classes

## 2019-20 Actions/Services

TBD based on 2018-19 results

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	70000	216250	
Source	General Fund	LCFF Supplemental/Concentration Funds	
Budget Reference	Coding Staff Compensation & Benefits	Coding Staff Compensation & Benefits	
Amount	115000	15000	
Source	LCFF Supplemental/Concentration Funds	Parcel Tax	
Budget Reference	Coding Staff Compensation & Benefits	Coding Software & Materials	
Amount	26250		
Source	General Fund		
Budget Reference	Coding Software & Materials		

**Action 2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

Modified Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Offer art classes

2018-19 Actions/Services

Offer art and music programming

2019-20 Actions/Services

TBD based on 2018-19 results

**Budgeted Expenditures**

Year 2017-18

Amount

40000

Source

General Fund

Budget

Reference

Art/Music Program Expenses

2018-19

32010

LCFF Supplemental/Concentration Funds

Art/Music Program Expenses

2019-20

**Action 3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

**Students to be Served:**

(Select from All, Students with Disabilities, or Specific Student Groups)

All

[Add Students to be Served selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**OR**

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:



**Students to be Served:**

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

[Add Students to be Served selection here]

**Scope of Services:**

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

[Add Scope of Services selection here]

**Location(s):**

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18

Modified Action

Select from New, Modified, or Unchanged for 2018-19

New Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

**2017-18 Actions/Services**

Offer PE Classes

**2018-19 Actions/Services**

Train all teachers in teaching writing and norming on rubric scores

**2019-20 Actions/Services**

TBD based on 2018-19 results

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	165000	0	
Source	General Fund		
Budget Reference	PE Program Expenses	Professional Development Included in Goal #1 expenditures above	

**Action 4**

All

[Add Students to be Served selection here]

All Schools

[Add Location(s) selection here]

**OR**

English Learners Foster Youth Low Income [Add Students to be Served selection here]	Schoolwide [Add Scope of Services selection here]	All Schools [Add Location(s) selection here]
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**Actions/Services**

	New Action	Unchanged Action
	Math specific PD from external expert	TBD based on 2018-19 results

**Budgeted Expenditures**

Amount		0	
Budget Reference		Professional Development Included in Goal #1 expenditures above	

# Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

## Goal 8

Caliber SPED students will grow in the Caliber community and their families will feel supported in their individualized education plans.

### State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

Caliber SPED students need the support that allows them to meet their IEP goals and thrive both academically and personally.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Rate of IEP goal completion	N/A	N/A	80% of IEP goals will be met or nearly met.	TBD based on 2018-19 results
SPED parent satisfaction rates	N/A - not asked on 16-17 parent survey	N/A	80% of parents who have students being served with an IEP report being satisfied with Caliber	TBD based on 2018-19 results

## Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

## Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

Students with Disabilities

Specific Student Groups: Special Education Students

[Add Students to be Served selection here]

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

### Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners

Foster Youth

Low Income

### Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

### Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

## Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Hold IEP meetings & implement SPED services as identified in students' IEPs

2018-19 Actions/Services

Hold IEP meetings & implement SPED services as identified in students' IEPs

2019-20 Actions/Services

TBD based on 2018-19 results

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	422500	549900	
Source	SPED	SPED	
Budget Reference	SPED Staff	SPED Staff	

Amount	50000	28800	
Source	SPED	SPED	
Budget Reference	SPED Supplies & Service Providers	SPED Supplies & Service Providers	
Amount	226000	306500	
Source	General Fund	General Fund	
Budget Reference	SPED Staff	SPED Staff	
Amount	267000	290000	
Source	General Fund	General Fund	
Budget Reference	SPED Supplies & Service Providers	SPED Supplies & Service Providers	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$ 1,581,036

Percentage to Increase or Improve Services

26.81%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As is detailed in the expenditure sections in this LCAP, the services that are funded by LCFF supplemental and concentration funding represent a significant addition to that which the school would be able to provide without this funding. The additional teaching staff, programming, and other student support will result in a substantial increase and improvement in the services available to our students, including our high proportion of unduplicated students. It is our belief that the increase is larger than the minimum proportionality percentage reported above.

In the 2018-19 school year, the school forecasts an unduplicated pupil percentage of 84% (similar to the actual unduplicated count from 2017-18). Because of this high unduplicated pupil percentage, the school spends all of its supplemental and concentration grant funding on a school-wide basis. Given the 84% unduplicated percentage, the vast majority of funding supports unduplicated pupils. Spending is focused on increasing student achievement as measured by the NWEA Map and state assessments, cultivating a safe and healthy school climate and culture, and offering a range of family supports. It is the school leaders' belief that the actions described above and the nature of our personalized, adaptive learning model is the most effective way to support the needs of all our students, particularly our unduplicated pupils.

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$1,520,813	27.75%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

As is detailed in the expenditure sections in this LCAP, the services that are funded by LCFF supplemental and concentration funding represent a significant addition to that which the school would be able to provide without this funding. The additional teaching staff, programming, and other student support will result in a substantial increase and improvement in the services available to our students, including our high proportion of unduplicated students. It is our belief that the increase is larger than the minimum proportionality percentage reported above.

In the 2017-18 school year, the school reported an unduplicated pupil percentage of 84%. Because of this high unduplicated pupil percentage, the school spends all of its supplemental and concentration grant funding on a school-wide basis. Given the 84% unduplicated percentage, the vast majority of funding supported unduplicated pupils. Our students experience several barriers to success and marginalization due to their status as low income, ELLs, or homeless youth. By creating a program that is exclusive based on this status, we shine a spotlight on their circumstances and risk marginalizing them further. By developing a program that meets the needs of students school wide, we provide an inclusive and supportive school environment for all. Spending is focused on increasing student achievement as measured by the NWEA Map and state assessments, cultivating a safe and healthy school climate and culture, and offering a range of family supports. It is the school leaders' belief that the actions described above and the nature of our personalized, adaptive learning model is the most effective way to support the needs of all our students, particularly our unduplicated pupils.

# Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.*

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

*If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.*

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*



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

## **Instructions: Linked Table of Contents**

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

*For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Plan Summary**

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under EC Section 52064.5.

## **Budget Summary**

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

\* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

## Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

## Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

## Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

**Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

**School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

**Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

## Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

**School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.

**Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### **New, Modified, Unchanged**

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

### **Goal**

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

### **Related State and/or Local Priorities**

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### **Identified Need**

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

### **Expected Annual Measurable Outcomes**

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

### **Planned Actions/Services**

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

### **For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement**

#### **Students to be Served**

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

### **For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:**

#### Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

#### Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

**For charter schools and single-school school districts**, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

#### Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

**Charter schools** operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

## **Actions/Services**

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

### **New/Modified/Unchanged:**

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
  - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

**Note:** The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

## **Budgeted Expenditures**

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

## Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496(a)(5).

### Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.



# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
  - b. Mathematics – CCSS for Mathematics
  - c. English Language Development (ELD)
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

**Priority 8: Pupil Outcomes** addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

**Priority 9: Coordination of Instruction of Expelled Pupils (COE Only)** addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

**Priority 10. Coordination of Services for Foster Youth (COE Only)** addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

**Local Priorities** address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.
- (c) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
  - (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *EC* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

## Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

*Prepared by the California Department of Education, October 2016*

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	5,668,750.00	5,818,842.00	5,668,750.00	4,003,080.00	0.00	9,671,830.00
	0.00	0.00	0.00	0.00	0.00	0.00
ASES	112,500.00	122,850.00	112,500.00	122,850.00	0.00	235,350.00
General Fund	3,965,750.00	3,089,257.00	3,965,750.00	1,182,757.00	0.00	5,148,507.00
LCFF Supplemental/Concentration Funds	660,000.00	1,520,813.00	660,000.00	1,581,037.00	0.00	2,241,037.00
Lottery	33,000.00	33,143.00	33,000.00	33,708.00	0.00	66,708.00
Parcel Tax	115,000.00	107,000.00	115,000.00	150,000.00	0.00	265,000.00
SPED	472,500.00	569,000.00	472,500.00	578,700.00	0.00	1,051,200.00
Title I	235,000.00	314,690.00	235,000.00	295,690.00	0.00	530,690.00
Title II	35,000.00	35,517.00	35,000.00	33,370.00	0.00	68,370.00
Title III	40,000.00	26,572.00	40,000.00	24,968.00	0.00	64,968.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	5,668,750.00	5,818,842.00	5,668,750.00	4,003,080.00	0.00	9,671,830.00
	0.00	0.00	0.00	0.00	0.00	0.00
After School Program	149,625.00	149,625.00	149,625.00	136,350.00	0.00	285,975.00
Art/Music Program Expenses	40,000.00	31,872.00	40,000.00	32,010.00	0.00	72,010.00
Behavior Intervention Support	35,000.00	35,000.00	35,000.00	126,250.00	0.00	161,250.00
Classroom Technology	50,375.00	64,725.00	50,375.00	150,500.00	0.00	200,875.00
Coding Software & Materials	26,250.00	12,500.00	26,250.00	15,000.00	0.00	41,250.00
Coding Staff Compensation & Benefits	185,000.00	201,344.00	185,000.00	216,250.00	0.00	401,250.00
Community Outreach & Events	10,000.00	26,275.00	10,000.00	0.00	0.00	10,000.00
Custodial Services & Supplies	265,000.00	250,000.00	265,000.00	260,000.00	0.00	525,000.00
ELL Materials	2,500.00	0.00	2,500.00	9,968.00	0.00	12,468.00
Facility Improvements	50,000.00	44,000.00	50,000.00	10,000.00	0.00	60,000.00
Instructional Coaching	81,000.00	290,795.00	81,000.00	416,250.00	0.00	497,250.00
Instructional Materials	105,500.00	140,000.00	105,500.00	117,222.00	0.00	222,722.00
Library Books	27,500.00	15,500.00	27,500.00	11,500.00	0.00	39,000.00
PE Program Expenses	165,000.00	129,766.00	165,000.00	0.00	0.00	165,000.00
Professional Development	60,000.00	96,169.00	60,000.00	131,370.00	0.00	191,370.00
Rent	292,000.00	241,000.00	292,000.00	265,510.00	0.00	557,510.00
SEL Staff	185,000.00	303,424.00	185,000.00	298,888.00	0.00	483,888.00
Software & Content Licenses	113,500.00	57,000.00	113,500.00	65,747.00	0.00	179,247.00
SPED Staff	648,500.00	765,000.00	648,500.00	856,400.00	0.00	1,504,900.00
SPED Supplies & Service Providers	317,000.00	297,000.00	317,000.00	318,800.00	0.00	635,800.00
Teacher Aides Compensation & Benefits	295,000.00	261,262.00	295,000.00	231,940.00	0.00	526,940.00
Teacher Compensation & Benefits	2,555,000.00	2,400,185.00	2,555,000.00	333,125.00	0.00	2,888,125.00
Translations	5,000.00	5,400.00	5,000.00	0.00	0.00	5,000.00
Volunteer Screening	5,000.00	1,000.00	5,000.00	0.00	0.00	5,000.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	5,668,750.00	5,818,842.00	5,668,750.00	4,003,080.00	0.00	9,671,830.00
	General Fund	0.00	0.00	0.00	0.00	0.00	0.00
After School Program	ASES	112,500.00	122,850.00	112,500.00	122,850.00	0.00	235,350.00
After School Program	Parcel Tax	37,125.00	26,775.00	37,125.00	13,500.00	0.00	50,625.00
Art/Music Program Expenses	General Fund	40,000.00	0.00	40,000.00	0.00	0.00	40,000.00
Art/Music Program Expenses	LCFF Supplemental/Concentration Funds	0.00	31,872.00	0.00	32,010.00	0.00	32,010.00
Behavior Intervention Support	LCFF Supplemental/Concentration Funds	0.00	0.00	0.00	62,500.00	0.00	62,500.00
Behavior Intervention Support	Title I	35,000.00	35,000.00	35,000.00	63,750.00	0.00	98,750.00
Classroom Technology	LCFF Supplemental/Concentration Funds	0.00	0.00	0.00	67,500.00	0.00	67,500.00
Classroom Technology	Parcel Tax	50,375.00	64,725.00	50,375.00	83,000.00	0.00	133,375.00
Coding Software & Materials	General Fund	26,250.00	0.00	26,250.00	0.00	0.00	26,250.00
Coding Software & Materials	LCFF Supplemental/Concentration Funds	0.00	12,500.00	0.00	0.00	0.00	0.00
Coding Software & Materials	Parcel Tax	0.00	0.00	0.00	15,000.00	0.00	15,000.00
Coding Staff Compensation & Benefits	General Fund	70,000.00	0.00	70,000.00	0.00	0.00	70,000.00
Coding Staff Compensation & Benefits	LCFF Supplemental/Concentration Funds	115,000.00	201,344.00	115,000.00	216,250.00	0.00	331,250.00
Community Outreach & Events	General Fund	10,000.00	0.00	10,000.00	0.00	0.00	10,000.00
Community Outreach & Events	LCFF Supplemental/Concentration Funds	0.00	26,275.00	0.00	0.00	0.00	0.00
Custodial Services & Supplies	General Fund	265,000.00	250,000.00	265,000.00	260,000.00	0.00	525,000.00
ELL Materials	Title III	2,500.00	0.00	2,500.00	9,968.00	0.00	12,468.00
Facility Improvements	General Fund	50,000.00	0.00	50,000.00	10,000.00	0.00	60,000.00



Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Facility Improvements	LCFF Supplemental/Concentration Funds	0.00	44,000.00	0.00	0.00	0.00	0.00
Instructional Coaching	General Fund	26,000.00	0.00	26,000.00	0.00	0.00	26,000.00
Instructional Coaching	LCFF Supplemental/Concentration Funds	0.00	255,278.00	0.00	416,250.00	0.00	416,250.00
Instructional Coaching	Title II	35,000.00	35,517.00	35,000.00	0.00	0.00	35,000.00
Instructional Coaching	Title III	20,000.00	0.00	20,000.00	0.00	0.00	20,000.00
Instructional Materials	General Fund	72,500.00	61,857.00	72,500.00	0.00	0.00	72,500.00
Instructional Materials	LCFF Supplemental/Concentration Funds	0.00	0.00	0.00	83,514.00	0.00	83,514.00
Instructional Materials	Lottery	33,000.00	33,143.00	33,000.00	33,708.00	0.00	66,708.00
Instructional Materials	Title I	0.00	45,000.00	0.00	0.00	0.00	0.00
Library Books	Parcel Tax	27,500.00	15,500.00	27,500.00	11,500.00	0.00	39,000.00
PE Program Expenses	General Fund	165,000.00	0.00	165,000.00	0.00	0.00	165,000.00
PE Program Expenses	LCFF Supplemental/Concentration Funds	0.00	129,766.00	0.00	0.00	0.00	0.00
Professional Development		0.00	0.00	0.00	0.00	0.00	0.00
Professional Development	General Fund	52,500.00	0.00	52,500.00	0.00	0.00	52,500.00
Professional Development	LCFF Supplemental/Concentration Funds	0.00	96,169.00	0.00	71,000.00	0.00	71,000.00
Professional Development	Parcel Tax	0.00	0.00	0.00	27,000.00	0.00	27,000.00
Professional Development	Title II	0.00	0.00	0.00	33,370.00	0.00	33,370.00
Professional Development	Title III	7,500.00	0.00	7,500.00	0.00	0.00	7,500.00
Rent	General Fund	292,000.00	241,000.00	292,000.00	265,510.00	0.00	557,510.00
SEL Staff	LCFF Supplemental/Concentration Funds	185,000.00	303,424.00	185,000.00	298,888.00	0.00	483,888.00
Software & Content Licenses	General Fund	113,500.00	57,000.00	113,500.00	50,747.00	0.00	164,247.00
Software & Content Licenses	Title III	0.00	0.00	0.00	15,000.00	0.00	15,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
SPED Staff	General Fund	226,000.00	290,000.00	226,000.00	306,500.00	0.00	532,500.00
SPED Staff	SPED	422,500.00	475,000.00	422,500.00	549,900.00	0.00	972,400.00
SPED Supplies & Service Providers	General Fund	267,000.00	203,000.00	267,000.00	290,000.00	0.00	557,000.00
SPED Supplies & Service Providers	SPED	50,000.00	94,000.00	50,000.00	28,800.00	0.00	78,800.00
Teacher Aides Compensation & Benefits	LCFF Supplemental/Concentration Funds	85,000.00	0.00	85,000.00	0.00	0.00	85,000.00
Teacher Aides Compensation & Benefits	Title I	200,000.00	234,690.00	200,000.00	231,940.00	0.00	431,940.00
Teacher Aides Compensation & Benefits	Title III	10,000.00	26,572.00	10,000.00	0.00	0.00	10,000.00
Teacher Compensation & Benefits	General Fund	2,280,000.00	1,980,000.00	2,280,000.00	0.00	0.00	2,280,000.00
Teacher Compensation & Benefits	LCFF Supplemental/Concentration Funds	275,000.00	420,185.00	275,000.00	333,125.00	0.00	608,125.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	141,000.00	386,964.00	141,000.00	547,620.00	0.00	688,620.00
Goal 2	607,000.00	535,000.00	607,000.00	686,010.00	0.00	1,293,010.00
Goal 3	3,286,500.00	3,088,297.00	3,286,500.00	890,852.00	0.00	4,177,352.00
Goal 4	20,000.00	32,675.00	20,000.00	0.00	0.00	20,000.00
Goal 5	12,500.00	0.00	12,500.00	15,000.00	0.00	27,500.00
Goal 6	220,000.00	338,424.00	220,000.00	425,138.00	0.00	645,138.00
Goal 7	416,250.00	375,482.00	416,250.00	263,260.00	0.00	679,510.00
Goal 8	965,500.00	1,062,000.00	965,500.00	1,175,200.00	0.00	2,140,700.00
Goal 9			0.00	0.00	0.00	0.00
Goal 10			0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.



## **Appendix D-1: Caliber Schools Articles of Incorporation**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

SEP 17 2012

## I

The name of the corporation is Ed-Mentor Education.

## II

A. This corporation is a nonprofit **Public Benefit Corporation** and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for:

- ( ) public purposes  
or ( ) charitable purposes  
or (x) public and charitable purposes

B. The specific purpose of this corporation is to start a charter school.

## III

The name and address in the State of California of this corporation's initial agent for service of process is:

Name: Jennifer Moses

Address: 2090 Vallejo Street

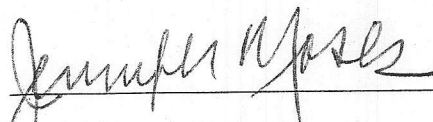
City: San Francisco State: California Zip Code: 94123

## IV

- A. This corporation is organized and operated exclusively for charitable purposes within the meaning of Internal Revenue Code section 501 (c)(3).
- B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate or intervene in any political campaign (including the publishing or distribution of statements) on behalf of any candidate for public office.

## V

The property of this corporation is irrevocably dedicated to charitable purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person. Upon the dissolution or winding up of the corporation, its assets remaining after payment, or provision for payment, of all debts and liabilities of this corporation shall be distributed to a nonprofit fund, foundation or corporation which is organized and operated exclusively for charitable purposes and which has established its tax exempt status under Internal Revenue Code section 501(c)(3).

  
Jennifer Moses, Incorporator

**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:

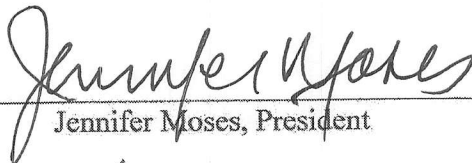
The Corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this Corporation is organized are to manage, operate, 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





## **Appendix D-2: Caliber Schools Bylaws**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

**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 4301 Berk Avenue, Richmond, CA 94804. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

**ARTICLE III  
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS**

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote one or more California public charter schools. In the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

**ARTICLE IV  
CONSTRUCTION AND DEFINITIONS**

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of



the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

## **ARTICLE V DEDICATION OF ASSETS**

Section 1. **DEDICATION OF ASSETS.** This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the charters of the schools operated by the corporation. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).

## **ARTICLE VI CORPORATIONS WITHOUT MEMBERS**

Section 1. **CORPORATIONS WITHOUT MEMBERS.** This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. 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. The Board of Directors shall include a parent representative. All directors shall have full voting rights, including any representative appointed by a charter authorizer as consistent with Education Code Section 47604(b). If a charter authorizer appoints a representative to serve on the Board of Directors, the Corporation may appoint an additional director to ensure an odd number of Board members. All directors, except for any representative that may be appointed by a charter authorizer, shall be designated by the existing Board of Directors. The Board of Directors shall consist of at least three (3) directors unless changed by amendment to these bylaws.

No director may serve more than two (2) consecutive terms in office unless an exception is approved by a 2/3 vote of the Board of Directors.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No more than 49 percent of the persons serving on the Board may be "interested persons." An interested person is (a) any person currently being compensated by the Corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such person. However, any violation of this paragraph shall not affect the validity or enforceability of transactions entered into by the Corporation.

Section 5. DIRECTORS' TERM. Each director shall hold office for three (3) years and until a successor director has been designated and qualified.

Section 6. NOMINATIONS BY GOVERNANCE COMMITTEE. All Board members, except for any representative that may be appointed by a charter authorizer, will be nominated by the Governance Committee. Nominations for parent representative candidates shall be made to the Governance Committee. Parent representative candidates may be either self-nominated or nominated by teachers and/or school site administrators. Self-nominated parent representative candidates must also obtain a recommendation from a teacher or site administrator. The Governance Committee make its report at least three (3) 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; (c) the increase of the authorized number of directors; or (d) the failure of a parent representative to have a child enrolled in a charter school operated by the Corporation.

Section 9.      **RESIGNATION OF DIRECTORS.** Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10.     **DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS.** Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11.     **REMOVAL OF DIRECTORS.** Any director, except for a representative appointed by a charter authorizer, may be removed, with or without cause, by the vote of the majority of the members of the entire Board of Directors at a special meeting called for that purpose, or at a regular meeting. Notice of that meeting and of the removal questions must be given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any representative that may be appointed by a charter authorizer may be removed without cause by the charter authorizer or with the written consent of the charter authorizer. Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12.     **VACANCIES FILLED BY BOARD.** Vacancies on the Board of Directors, except for any representative that may be appointed by a charter authorizer, may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of a representative of the charter authorizer may be filled by the charter authorizer.

Section 13.     **NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS.** Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14.     **PLACE OF BOARD OF DIRECTORS MEETINGS.** Meetings shall be held 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 agencies boundaries, so long as that location is designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Ralph M. Brown Act, ("Brown Act") California Government Code Sections 54950, et seq., as said chapter may be modified by subsequent legislation.



Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the following manner:

- a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by



proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Section 20. TELECONFERENCE MEETINGS. Members of the Board of Directors may participate in teleconference meetings so long as all of the following teleconference meeting requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the granting agencies in which the Corporation 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. 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 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

<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.



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 Corporation and the Board of Directors shall comply with all applicable provisions of the



Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

## **ARTICLE VIII OFFICERS OF THE CORPORATION**

Section 1. **OFFICES HELD.** The officers of this corporation shall be a President, who shall be known as the Chief Executive Officer, a Secretary, and a Chief Financial Officer. The corporation, at the Board's direction, may also have a Chairman of the Board and a Vice-Chair. The officers, in addition to the corporate duties set forth in this Article VIII, may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as either the CEO or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract.

Section 4. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause.

Section 5. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at the Board of Directors' meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If a Chairman of the Board of Directors is elected, a Vice-Chairman of the Board of Directors may also be elected. In the absence of the Chairman, the Vice-Chairman (if one is elected) shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. In the event that a Vice-Chairman is not elected, or if both the Chairman and Vice-Chairman are both absent at a given meeting, the board members present at such meeting will designate an alternate board member to preside at the Board of Directors meeting.

Section 8. **CHIEF EXECUTIVE OFFICER.** The Chief Executive Officer, shall be the



general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Chief Executive Officer shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; the names of the directors present at Board of Directors and committee meetings; and the vote or abstention of each Board member present for each action taken.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times.

The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the Chief Executive Officer, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Chief Financial Officer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Chief Financial Officer on his or her death, resignation, retirement, or removal from office.

## **ARTICLE IX**

### **CONTRACTS WITH DIRECTORS AND NON-DIRECTOR DESIGNATED EMPLOYEES**

Section 1. CONTRACTS WITH DIRECTORS. Directors shall comply with the Caliber Schools Conflict of Interest Code.



In addition, 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) unless all of the following apply:

- a. The director with a material financial interest in the proposed contract or transaction fully discloses his/her financial interest in such contract or transaction in good faith and said disclosure is noted in the Board of Directors meeting minutes.
- b. The director with a material financial interest in the proposed contract or transaction recuses himself/herself from any participation whatsoever in the proposed contract or transaction (i.e., the interested director who recuses himself/herself shall refrain from voting on the matter and shall leave the room during Board discussion and when the final vote is taken).
- c. Such contract or transaction is authorized in good faith by a majority of the Board of Directors by a vote sufficient for that purpose.
- d. Before authorizing or approving the transaction, the Board of Directors considers and in good faith decides after reasonable investigation that the corporation could not obtain a more advantageous arrangement with reasonable effort under the circumstances.
- e. The corporation for its own benefit enters into the transaction, which is fair and reasonable to the corporation at the time the transaction was entered into.

This Section does not apply to a transaction that is part of an educational or charitable program of this corporation if it (a) is approved or authorized by the corporation in good faith and without unjustified favoritism and (b) results in a benefit to one or more directors or their families because they are in the class of persons intended to be benefited by the educational or charitable program of this corporation. Section 2. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee designated in the Caliber Schools Conflict of Interest Code (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Corporation's Conflict of Interest Code have been fulfilled.

Section 3. DEFINITION OF FINANCIAL INTEREST. For the purposes of Article IX of these Bylaws, the definition of a financial interest and the materiality standards shall be consistent with the definition under the Political Reform Act of 1974, California Government Code Sections 81000 et seq. and the attendant regulations as they may be amended from time to time.

## ARTICLE X

### LOANS TO DIRECTORS AND OFFICERS



Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer 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 XI INDEMNIFICATION**

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

## **ARTICLE XII INSURANCE**

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

## **ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS**

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- Adequate and correct books and records of account;
- Written minutes of the proceedings of the Board and committees of the Board; and
- Such reports and records as required by law.

## **ARTICLE XIV INSPECTION RIGHTS**

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at



any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. 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 XV REQUIRED REPORTS**

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

- a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- b. The principal changes in assets and liabilities, including trust funds;
- c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- d. The corporation's expenses or disbursement for both general and restricted purposes;
- e. Any information required under these bylaws; and
- f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. 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.
- b. The amount and circumstances of any indemnifications aggregating more than \$10,000 paid during the fiscal year to any director or officer of the Corporation pursuant to Article XII of these Bylaws.

## **ARTICLE XVI BYLAW AMENDMENTS**

Section 1. BYLAW AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall make any provisions of these Bylaws inconsistent with the corporation's Articles of Incorporation, or any laws.

## **ARTICLE XVII FISCAL YEAR**

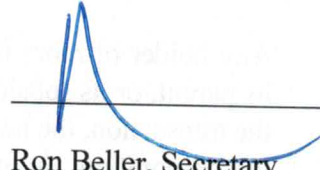
Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1<sup>st</sup> and end on June 30<sup>th</sup> of each year.



## 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 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on June 14, 2017; and that these bylaws have not been amended or modified since that date.

Executed on \_\_\_\_\_ at Richmond, California.



Ron Beller, Secretary





## **Appendix D-3: Caliber Schools Conflict of Interest Code**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

## **CALIBER SCHOOLS**

### **CONFLICT OF INTEREST CODE**

The Political Reform Act (Government Code Section 81000, et seq.) requires state and local government agencies to adopt and promulgate conflict of interest codes. The Fair Political Practices Commission has adopted a regulation (2 Cal. Code of Regs. Sec. 18730) that contains the terms of a standard conflict of interest code, which can be incorporated by reference in an agency's code. After public notice and hearing, it may be amended by the Fair Political Practices Commission to conform to amendments in the Political Reform Act. Therefore, the terms of 2 California Code of Regulations Section 18730 and any amendments to it duly adopted by the Fair Political Practices Commission are hereby incorporated by reference. This regulation and the attached Appendices, designating positions and establishing disclosure categories, shall constitute the conflict of interest code of **Caliber Schools**.

Individuals holding designated positions shall file their statements of economic interests with **Caliber Schools** which will make the statements available for public inspection and reproduction. (Gov. Code Section 81008.) All statements will be retained by **Caliber Schools**.

# CALIBER SCHOOLS

## CONFLICT OF INTEREST CODE

### APPENDIX A DESIGNATED POSITIONS

<u>Designated Position</u>	<u>Assigned Disclosure Category</u>
Member of the Governing Board	1,2
CEO/President	1,2
CFO/Treasurer	1,2
School Leaders (All) Caliber Beta Academy Caliber Change Makers Academy Any Future Schools that Caliber Schools Opens in California	1,3
Chief Schools Officer	2
Chief Operating Officer	1,2
Head of Talent	2
Head of Growth & Student Data	2
Operations Coordinators	3
Consultants/New Positions	*

\*Consultants/new positions shall be included in the list of designated positions and shall disclose pursuant to the broadest disclosure category in the code, subject to the following limitation:

The Chief Executive Officer may determine in writing that a particular consultant or new position, although a "designated position," is hired to perform a range of duties that is limited in scope and thus is not required to fully comply with the disclosure requirements described in this section. Such determination shall include a description of the consultant's or new position's duties and, based upon that description, a statement of the extent of disclosure requirements. The Chief Executive Officer's determination is a public record and shall be retained for public inspection in the same manner and location as this conflict of interest code. (Gov. Code Sec. 81008.)

**CALIBER SCHOOLS**  
**CONFLICT OF INTEREST CODE**

**APPENDIX B**

**DISCLOSURE CATEGORIES**

Category 1. Designated positions assigned to this category must report:

- a. Interests in real property within the boundaries of the Caliber Schools that are used by the Caliber Schools or are of the type that could be acquired by the Caliber Schools as well as real property within two miles of the property used or the potential site.
- b. Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that engage in the acquisition or disposal of real property or are engaged in building construction or design for school districts.

Category 2. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by Caliber Schools.

Category 3. Designated positions assigned to this category must report:

Investments and business positions in business entities and income (including receipt of gifts, loans, and travel payments) from sources of the type that are contractors engaged in the performance of work, training, consulting or services, or are sources that manufacture or sell supplies, instructional materials, machinery, equipment, or vehicles of the type utilized by the designated position's department. For the purposes of this category, a School Leader's (principal's) or Operations Coordinator's department is his or her entire school.

This is the last page of the conflict of interest code for **Caliber Schools**.



### **CERTIFICATION OF FPPC APPROVAL**

Pursuant to Government Code Section 87303, the conflict of interest code for **Caliber Schools** was approved on 11/2 2018. This code will become effective on 12/2 2018.



\_\_\_\_\_  
John M. Feser, Jr.

Senior Commission Counsel

Fair Political Practices Commission

## **Appendix D-4: IRS confirmation of Caliber Schools’ 501(c)(3) tax-exempt status.**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: FEB 12 2014

CALIBER SCHOOLS  
1 MONTGOMERY ST STE 2500  
SAN FRANCISCO, CA 94104

Employer Identification Number:  
46-1219795

DLN:

17053095336033

Contact Person:

ROGER W VANCE

ID# 31173

Contact Telephone Number:  
(877) 829-5500

Accounting Period Ending:  
June 30

Public Charity Status:  
170(b)(1)(A)(ii)

Form 990 Required:  
Yes

Effective Date of Exemption:  
September 17, 2012

Contribution Deductibility:  
Yes

Addendum Applies:  
No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947



CALIBER SCHOOLS

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2, C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled, or not renewed, you will be required to comply with Revenue Procedure 75-50.





## **Appendix D-5: Caliber Schools Board of Directors Biographies**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

# CaliberSchools

## **Tony Adams**

### **Board Member & Finance Committee Member**

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

Anthony was a routine guest lecturer at business schools including the University of St Gallen, University of Zurich, Rotterdam School of Management and the EPFL and IMD in Lausanne, Switzerland specializing in group collaboration and brainstorming techniques for risk-assessment, decision making, problem solving, negotiations, visioning and strategy development. Anthony trained consultants in risk-assessment skills at Deloitte, Cap Gemini, KPMG and PriceWaterhouseCoopers. Over-arching themes emerging from Tony's work with computer-supported collaboration tools include: Learning Organizations, Knowledge Management, Vision Mapping and Systems Thinking for management teams. Anthony is currently a planning commissioner and chair of the general plan working group for the city of Vallejo where he also serves on the board of directors for two local museums.

## **Ron Beller**

### **Co-Founder, Board Member, Finance Committee Member, Governance Committee Member**

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

## **Pete Briger**

### **Board Member & Governance Committee Member**

Pete Briger is a principal and Co-Chairman of the board of directors of Fortress. He has served as a member of the board of directors of Fortress since November 2006 and was elected Co-Chairman in August 2009. Pete has been a member of the Management Committee of Fortress since March 2002. He is responsible for the Credit and Real Estate business at Fortress. Prior to joining Fortress in March 2002, Pete spent fifteen years at Goldman, Sachs & Co., where he became a partner in 1996. He serves on the board of Tipping Point, a non-profit organization serving low income families in the Bay Area. Pete received a B.A. from Princeton University and an M.B.A. from the Wharton School of Business at the University of Pennsylvania.

**Robin DeGracia**  
**Board Member & Finance Committee Member**

Robin Elizabeth DeGracia, originally from New Jersey, has been in the Bay Area for 12 years, and working in financial services for over 10 years. After spending nine years working on strategy and product management for Charles Schwab, she moved to a new firm, AssetMark, to help support their newly created product management and product development teams. Over the years Robin has actively volunteered in a variety of roles focused on helping lift up women and under-represented minorities. Robin has been a volunteer Financial Counsellor for working families and helped set up resume and interview workshops for jobs programs including Wardrobe for Opportunity and the Stride Center. Now that her two children are students at Caliber Beta Academy, she focuses her energy and efforts on volunteering at Caliber and helping build the school to be the best option for all students. Most recently, she served as the Chair of Caliber Beta's School Site Council and as a co-chair of the Beta Parent Council. Robin graduated from Dartmouth College with a Bachelor of Arts degree and holds an MBA from the Haas School of Business at UC Berkeley.

**Margaret Harris, Ed.D.**  
**Board Member & Academic Affairs Committee Member**

Retired after 39 years in the PK-12 educational system, both as a teacher and administrator, Margaret Harris was driven by a commitment to ensuring that our children, particularly those who have been marginalized, exit our schools with the knowledge, skills, and abilities that enables them to continue with their learning as positive contributors to our communities.

Margaret was awarded her Doctorate (Ed.D. degree) in Educational Leadership from University of California at Berkeley in 2010. Coupled with varied experiences in the PK-12 system, her research solidified her commitment to the tenets of social justice. Currently, as the Tier 1 Program Coordinator for Preliminary Administrative Services Credential, and as a Lecturer in the Department of Educational Leadership at California State University East Bay, Margaret continues to be mindful of the challenges and rewards in creating non-stigmatized learning environments for children, families, and our internal and external partners, in both the PK-12 and the University systems of schooling.

**José A. López, Ph.D**  
**Board Chair & Academic Affairs Committee Member**

José López is a professor of Educational Leadership at the California State University East Bay in Hayward. José was the director of the CSUEB doctor of education program, Educational Leadership for Social Justice, for seven years until 2014. This program focuses on development of executive-level leadership for PK-12 school systems. José was awarded his Ph.D. degree in Educational Leadership from the University of North Texas. Prior to his current position, José was a school administrator in Texas for 19 years. He served in numerous position in five school districts. He held the position of Superintendent, and in a variety of system-level positions and was a school principal for eight years.

José is also the Chief Operations Officer of Ragar Consulting. Ragar specializes in supporting schools and districts in addressing English Learner achievement. Until December 2015, José served on the Personnel Commission of the Hayward Unified School District. He served as Chair and Vice Chair on the Personnel Commission. The Personnel Commission is responsible for the implementation of the Merit System of the classified employees of the Hayward USD. José also served on the Board of Directors of the Emergency Shelter Program (ESP) in Hayward as President and Vice President. The ESP addresses domestic violence and provides shelter, support and training for abused persons and their families.

**Jonathan D. Mariner**  
**Board Member & Finance Committee Member**

Jonathan Mariner is a private investor, entrepreneur, and independent board member with more than two decades of experience working in major league sports. He's the founder and president of TaxDay, LLC, a private software firm that helps users track their multi-state travel for tax purposes. Jonathan retired from Major League Baseball (MLB) in 2016. Prior to his retirement, he served as chief investment officer (CIO) for MLB. He was also president of BASES, the league's captive insurance company. Before serving as CIO, Jonathan spent more than 12 years as executive vice president and chief financial officer (CFO) of MLB.

Jonathan currently sits on the board of directors of McGraw-Hill Education; the Investor's Exchange (IEX), the new SEC-approved public stock exchange featured in Michael Lewis's book *Flash Boys*; and the publicly traded cloud-based HR and payroll company, Ultimate Software, Inc. He is active on a number of charitable, foundation, and advisory boards, including the University of Virginia's Darden Graduate Business School Board of Trustees; Little League Baseball's board of directors; and the Knight Commission on Intercollegiate Athletics. Jonathan graduated from the University of Virginia with a bachelor's degree in accounting and received his MBA from Harvard Business School, and is a former Certified Public Accountant. He's been featured on the cover of CFO Magazine, and made the top 10 in Sports Illustrated's annual listing of the "101 Most Influential Minorities in Sports."

**Jennifer Moses**  
**Co-Founder & CEO, Academic Affairs Committee, Governance Committee**

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. She is a partner at Ed-Mentor, LLC, a VC fund that invests in education technology startups. Prior to moving to California in late 2009, she was a senior policy adviser to then British Prime Minister, Gordon Brown. She was previously Chief Executive of the policy think tank CentreForum, following her banking career with Goldman Sachs. Jennifer is a graduate of Brown University and Harvard Business School. She is married with three children.

## **Appendix E-1: 2018-19 Caliber Schools Employee Handbook**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024



# Employee Handbook 2018-2019

**Mailing Address: PO Box 5282, Richmond, CA 94805**

Phone: (510) 685-9858

Website: <http://www.caliberschools.org>

## ACKNOWLEDGMENT OF RECEIPT OF EMPLOYEE HANDBOOK

PLEASE READ THE EMPLOYEE HANDBOOK AND SUBMIT A SIGNED COPY OF THIS STATEMENT TO THE SCHOOL LEADER.

EMPLOYEE NAME: \_\_\_\_\_

I ACKNOWLEDGE that I have received a copy of the 2018-19 Employee Handbook. I have read and understood the contents of the Handbook, and I agree to abide by its directions and procedures. I have been given the opportunity to ask any questions I might have about the policies in the Handbook. I understand that it is my responsibility to read and familiarize myself with the policies and procedures contained in the Handbook. I also understand that if I am ever unclear on any language, or policies and procedures in this Handbook, it is my responsibility to seek clarification from the School.

I understand that the statements contained in the Handbook are guidelines for employees concerning some of the School's policies and benefits, and are not intended to create any contractual or other legal obligations or to alter the at-will nature of my employment with the School. In the event I do have an employment contract which expressly alters the at-will relationship, I agree to the foregoing except with reference to an at-will employment status.

I understand that except for employment at-will status, any and all policies or practices can be changed at any time by the School.

I understand that other than the Board of the School, no person has authority to enter into any agreement, express or implied, for employment for any specific period of time, or to make any agreement for employment other than at-will; only the Board has the authority to make any such agreement and then only in writing signed by the Board Chair.

Employee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Please sign/date, tear out, and return to the School, and retain this Handbook for your reference.**



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# INTRODUCTION TO HANDBOOK

Welcome! We are excited to have you as a member of the Caliber Schools (“Caliber” or “School”) team, and we trust that as an employee of Caliber, you will find your work to be both rewarding and challenging.

Our mission at Caliber Schools is to shift the experiences, expectations, and outcomes for students in historically underserved communities. We provide students with a challenging and engaging personalized education that equips them with the knowledge and skills needed to succeed in competitive colleges, careers, and communities. Caliber graduates will be academically college ready; have emotional intelligence or ‘EQ’; be critical thinkers, and have the skills and desire to be ‘changemakers’ in their communities and the world. We believe that being innovative around staffing helps us push the thinking of how the public school system should work, and to accomplish our mission, we hire top-quality staff that are thoughtful, passionate, and dedicated to improving the lives of the students they meet. This philosophy extends to our human resources policies, which are designed to allow our School and network staff to be innovative in providing services to our students while ensuring the most effective and productive work environment for all employees.

This Handbook is designed to help employees get acquainted with Caliber. It explains some of our philosophies and beliefs, and describes some of our employment guidelines in general terms. Although this Handbook is not intended to be an exclusive or comprehensive policies and procedures manual, we hope that it will serve as a useful reference document for employees throughout their employment at the School. Employees should understand, however, that this Handbook is not intended to be a contract (express or implied), nor is it intended to otherwise create any legally enforceable obligations on the part of the School or its employees. In no way does the Handbook replace any official plan documents (e.g., health insurance, retirement plan, etc.) or insurance contracts, which will govern in all cases. This Handbook supersedes and replaces all previous personnel policies, practices, and guidelines.

Due to the fact that Caliber is a growing and changing organization, it reserves full discretion to add to, modify, or delete provisions of this Handbook, or the policies and procedures on which they may be based, at any time without advance notice. Caliber also reserves the right to interpret any of the provisions set forth in this Handbook in any manner it deems appropriate.

No individual other than the Board of Directors has the authority to enter into any employment or other agreement that modifies School policy. Any such modification *must* be in writing.

This Handbook is the property of the School, and it is intended for personal use and reference by employees of the School. Circulation of this Handbook outside of the School requires the prior written approval of the School Leader.

Employees must sign the acknowledgment form at the beginning of this Handbook and return it to the Head of HR. This will provide Caliber with a record that each employee has received this Handbook.

Again, welcome to the Caliber team!

# CONDITIONS OF EMPLOYMENT

## Equal Employment Opportunity Is Our Policy

Caliber is an equal opportunity employer. It is the policy of the School to afford equal employment and advancement opportunity to all qualified individuals without regard to:

- Race;
- Color;
- Gender (including gender identity, gender expression, transgender identity, whether or not the employee is transitioning or has transitioned);
- Sex (including pregnancy, childbirth, breastfeeding, and medical conditions related to such);
- Religious creed (including religious dress and grooming practices);
- Marital/registered domestic partner status;
- Age (forty (40) and over);
- National origin or ancestry (including native language spoken and possession of a driver's license issued to persons unable to prove their presence in the U.S. is authorized by federal law);
- Physical or mental disability (including HIV and AIDS);
- Medical condition (including cancer and genetic characteristics);
- Taking of a leave of absence pursuant to the Family Medical Leave Act ("FMLA"), Pregnancy Disability Leave ("PDL") law, Americans with Disabilities Act ("ADA"), California Family Rights Act ("CFRA"), the Fair Employment and Housing Act ("FEHA"), or domestic violence, sexual assault, or stalking leave laws;
- Genetic information;
- Sexual orientation;
- Military and veteran status; or
- Any other consideration made unlawful by federal, state, or local laws.

This policy extends to all job applicants and employees and to all aspects of the employment relationship, including the hiring of new employees and the training, transfer, promotion, discipline, termination, compensation and benefits of existing employees.

To comply with applicable laws ensuring equal employment opportunities to qualified individuals with a disability, the School will make reasonable accommodations for the known physical or mental limitations of an otherwise qualified individual with a disability who is an applicant or an employee unless undue hardship would result.

Any applicant or employee who requires an accommodation in order to perform the essential functions of the job should contact a School representative with day-to-day personnel responsibilities and request such an accommodation. The individual with the disability should specify what accommodation he or she needs to perform the job, or if unknown, what job duties the disability impairs. Caliber then will conduct an investigation to identify the barriers that interfere with the equal opportunity of the applicant or employee to perform his or her job. Caliber will identify possible accommodations, if any, that will help eliminate the limitation. If the accommodation is reasonable and will not impose an undue hardship, the School will make the accommodation.

## **Employment At-Will**

Except if stated expressly otherwise by employment contract, it is the policy of the School that all employees are considered “at-will” employees of the School. Accordingly, either the School or the employee can terminate this relationship at any time, for any reason, with or without cause, and with or without advance notice. Employees are not guaranteed employment for any length of time, including the length of the school year, or the length of any class assignment.

Nothing contained in this Handbook, employment applications, School memoranda or other materials provided to employees in connection with their employment shall require the School to have “cause” to terminate an employee or otherwise restrict the School’s right to release an employee from their “at-will” employment with the School. The Handbook does not contain every potential ground for termination, nor does it restrict the School’s right to terminate an employee for reasons not listed here, including for no reason at all. No School representative, other than the Board of Directors or its designee, is authorized to modify this policy for any employee or to make any representations to employees or applicants concerning the terms or conditions of employment with the School that are not consistent with the School’s policy regarding “at-will” employment. Any attempt to do so will be null and void.

This policy shall not be modified by any statements contained in this Handbook or employee applications, School memoranda, or any other materials provided to employees in connection with their employment. Further, none of those documents whether singly or combined, or any employment practices, shall create an express or implied contract of employment for a definite period, nor an express or implied contract concerning any terms or conditions of employment.

## **Child Abuse and Neglect Reporting**

California Penal Code section 11166 requires any child care custodian who has knowledge of, or observes, a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse to report the known or suspected instance of child abuse to a child protective agency immediately, or as soon as practically possible, by telephone and to prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident.

Caliber will provide annual training on the mandated reporting requirements, using the online training module provided by the State Department of Social Services, to employees who are mandated reporters. Mandated reporter training will also be provided to employees hired during the course of the school year. This training will include information that failure to report an incident of known or reasonably suspected child abuse or neglect, as required by Penal Code section 11166, is a misdemeanor punishable by up to six (6) months confinement in a county jail, or by a fine of one-thousand dollars (\$1,000), or by both that imprisonment and fine.

All employees required to receive mandated reporter training must provide proof of completing the training within the first six (6) weeks of each school year or within the first six (6) weeks of that employee’s employment.

By acknowledging receipt of this Handbook, employees acknowledge they are child care custodians and are certifying that they have knowledge of California Penal Code section 11166 and will comply with its provisions.

## **Criminal Background Checks**

As required by law, all individuals working or volunteering at Caliber will be required to submit to a criminal background investigation. No condition or activity will be permitted that may compromise the School's commitment that the safety and the well-being of students takes precedence over all other considerations. Conditions that preclude working at the School include conviction of a controlled substance or sex offense, or a serious or violent felony. Additionally, should an employee be charged with any misdemeanor or felony during employment with Caliber, the employee must immediately report the charges to the School Leader.

## **Tuberculosis Testing**

All employees of Caliber must submit written proof from a physician of a risk assessment examination for tuberculosis (TB) within the last sixty (60) days. If TB risk factors are identified, a physician must conduct an examination to determine whether the employee is free of infectious TB. The examination for TB consists of an approved TB test, which, if positive, will be followed by an x-ray of the lungs, or in the absence of skin testing, an x-ray of the lungs. All employees will be required to undergo TB risk assessments and, if risk factors are found, the examination at least once every four (4) years. Volunteers may be required to undergo a TB examination as necessary. The TB risk assessment and, if indicated, the examination is a condition of initial employment with the School and the cost of the exam will be borne by the applicant.

Food handlers may be required to have annual TB exams. Documentation of employee and volunteer compliance with TB risk assessments and examinations will be kept on file in the office. This requirement also includes contract food handlers, substitute teachers, and student teachers serving under the supervision of an educator. Any entity providing student services to the School will be contractually required to ensure that all contract workers have had TB testing that shows them to be free of active TB prior to conducting work with School students.

## **Immigration Compliance**

Caliber will comply with applicable immigration law, including the Immigration Reform and Control Act of 1986 and the Immigration Act of 1990. As a condition of employment, every individual must provide satisfactory evidence of his or her identity and legal authority to work in the United States. However, Caliber will not check the employment authorization status of current employees or applicants who were not offered positions with the School unless required to do so by law.

Caliber shall not discharge an employee or in any manner discriminate, retaliate, or take any adverse action (*e.g.*, threatening to report the suspected citizenship or immigration status of an employee or a member of the employee's family) against any employee or applicant for employment because the employee or applicant exercised a right protected under applicable law. Further, the School shall not discriminate against any individual because he or she holds or presents a driver's license issued per Vehicle Code section 12801.9 to persons who have not established their federally-authorized presence in the United States. Finally, in compliance with the Immigrant Worker Protection Act, the School shall not allow a federal immigration enforcement agent to enter any nonpublic areas of the School without a judicial warrant, or voluntarily give consent to an agent to access, review or obtain employee records without a subpoena or judicial warrant.

The Caliber Schools Board has passed a resolution making our schools "safespaces" for all students and families, regardless of immigration status. This resolution reflects our core values of

## **Professional Boundaries: Staff/Student Interaction Policy**

Caliber recognizes its responsibility to make and enforce all rules and regulations governing student and employee behavior to bring about the safest and most learning-conducive environment possible.

### **Corporal Punishment**

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of, or willfully causing the infliction of, physical pain on a student.

For purposes of this policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to property.

For clarification purposes, the following examples are offered for direction and guidance of School personnel:

#### **A. Examples of PERMITTED actions (NOT corporal punishment)**

1. Stopping a student from fighting with another student;
2. Preventing a pupil from committing an act of vandalism;
3. Defending yourself from physical injury or assault by a student;
4. Forcing a pupil to give up a weapon or dangerous object;
5. Requiring an athletic team to participate in strenuous physical training activities designed to strengthen or condition team members or improve their coordination, agility, or physical skills;
6. Engaging in group calisthenics, team drills, or other physical education or voluntary recreational activities.

#### **B. Examples of PROHIBITED actions (corporal punishment)**

1. Hitting, shoving, pushing, or physically restraining a student as a means of control;
2. Making unruly students do push-ups, run laps, or perform other physical acts that cause pain or discomfort as a form of punishment;
3. Paddling, swatting, slapping, grabbing, pinching, kicking, or otherwise causing physical pain.

### **Acceptable and Unacceptable Staff/Student Behavior**

This policy is intended to guide all School faculty and staff in conducting themselves in a way that reflects the high standards of behavior and professionalism required of school employees and to specify the boundaries between students and staff.

Although this policy gives specific, clear direction, it is each staff member's obligation to avoid situations that could prompt suspicion by parents, students, colleagues, or school leaders, whether

or not those situations are expressly listed here. One viable standard that can be quickly applied, when an employee is unsure if certain conduct is acceptable, is to ask, “Would I be engaged in this conduct if my family or colleagues were standing next to me?”

For the purposes of this policy, the term “boundaries” is defined as acceptable professional behavior by staff members while interacting with a student. Trespassing the boundaries of a student/teacher relationship is deemed an abuse of power and a betrayal of public trust.

Some activities may seem innocent from a staff member’s perspective, but can be perceived as flirtation or sexual insinuation from a student or parent point of view. The objective of the following lists of acceptable and unacceptable behaviors is not to restrain innocent, positive relationships between staff and students, but to prevent relationships that could lead to, or may be perceived as, sexual misconduct.

Staff must understand their own responsibility for ensuring that they do not cross the boundaries as written in this policy. Disagreeing with the wording or intent of the established boundaries will be considered irrelevant for disciplinary purposes. Thus, it is crucial that all employees learn this policy thoroughly and apply the lists of acceptable and unacceptable behaviors to their daily activities. Although sincere, competent interaction with students certainly fosters learning, student/staff interactions must have boundaries surrounding potential activities, locations and intentions.

#### Duty to Report Suspected Misconduct

When any employee reasonably suspects or believes that another staff member may have crossed the boundaries specified in this policy, he or she must immediately report the matter to a school administrator. All reports shall be as confidential as possible under the circumstances. It is the duty of the administrator to investigate and thoroughly report the situation. Employees must also report to the administration any awareness or concern of student behavior that crosses boundaries or where a student appears to be at risk for sexual abuse.

#### Examples of Specific Behaviors

The following examples are not an exhaustive list:

##### *Unacceptable Staff/Student Behaviors (Violations of this Policy)*

- (a) Giving gifts to an individual student that are of a personal and intimate nature.
- (b) Kissing of any kind.
- (c) Any type of unnecessary physical contact with a student in a private situation.
- (d) Intentionally being alone with a student away from the school
- (e) Making or participating in sexually inappropriate comments.
- (f) Sexual jokes.
- (g) Seeking emotional involvement with a student.
- (h) Listening to or telling stories that are sexually oriented.
- (i) Discussing inappropriate personal troubles or intimate issues with a student in an attempt to gain their support and understanding.
- (j) Becoming involved with a student so that a reasonable person may suspect inappropriate behavior.

##### *Unacceptable Staff/Student Behaviors without Parent and Supervisor Permission*



**(These behaviors should only be exercised when a staff member has parent and supervisor permission.)**

- (a) Giving students a ride to/from school or school activities.
- (b) Being alone in a room with a student at school with the door closed.
- (c) Allowing students in the employee's home.
- (d) Offsite visits, activities, or events arranged with students participating in any Caliber Mentorship Programs.

*Cautionary Staff/Student Behaviors*

**(These behaviors should only be exercised when a reasonable and prudent person, acting as an educator, is prevented from using a better practice or behavior. Staff members should inform their supervisor of the circumstance and occurrence prior to or immediately after the occurrence)**

- (a) Remarks about the physical attributes or development of anyone.
- (b) Excessive attention toward a particular student.
- (c) Sending emails, text messages or letters to students if the content is not about school activities.

*Acceptable and Recommended Staff/Student Behaviors*

- (a) Getting parents' written consent for any after-school activity.
- (b) Obtaining School and parent approval to take students off school property for activities such as field trips or competitions.
- (c) Emails and phone calls to students must be very professional and pertaining to school activities or classes (Communication should be limited to school technology).
- (d) Keeping the door open when the employee is alone with a student.
- (e) Keeping reasonable space between the employee and the student.
- (f) Stopping and correcting students if they cross the employee's personal boundaries.
- (g) Keeping parents informed when a significant issue develops about a student.
- (h) Keeping after-class discussions with a student professional and brief.
- (i) Asking for advice from fellow staff or administrators if the employee finds his or herself in a difficult situation related to boundaries.
- (j) Involving a supervisor if conflict arises with the student.
- (k) Informing the School Leader about situations that have the potential to become more severe.
- (l) Making detailed notes about an incident that could evolve into a more serious situation later.
- (m) Recognizing the responsibility to stop unacceptable behavior of students or coworkers.
- (n) Asking another staff member to be present if the employee will be alone with any type of special needs student.
- (o) Asking another staff member to be present if the employee must be alone with a student after regular school hours.
- (p) Giving students praise and recognition without touching them.
- (q) Pats on the back, high fives and handshakes are acceptable.
- (r) Keeping professional conduct a high priority.
- (s) Asking if these actions are worth the employee's job and career.

## **Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation**

Caliber is committed to providing a work and educational atmosphere that is free of unlawful harassment, discrimination, and retaliation. Caliber's policy prohibits unlawful harassment, discrimination, and retaliation based upon: race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information (including testing and characteristics); sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

Employees, volunteers, unpaid interns, individuals in apprenticeship programs, and independent contractors shall not be harassed, or discriminated or retaliated against, based upon the characteristics noted above.

Caliber does not condone and will not tolerate unlawful harassment, discrimination, or retaliation on the part of any employee (including supervisors and managers) or third party (including independent contractors or other person with which the School does business). Supervisors and managers are to report any complaints of unlawful harassment to the School Leader or designee.

When Caliber receives allegations of unlawful harassment, discrimination, or retaliation, the Board (if a complaint is about the School Leader) or the School Leader or designee will conduct a fair, timely and thorough investigation that provides all parties an appropriate process and reaches reasonable conclusions based on the evidence collected. The investigation will be handled in as confidential a manner as possible, although complete confidentiality cannot be guaranteed. Complainants and witnesses shall not be subject to retaliation for making complaints in good faith or participating in an investigation. Caliber is committed to remediating any instances where investigation findings demonstrate unlawful harassment, discrimination, or retaliation has occurred.

### **Prohibited Unlawful Harassment**

- Verbal conduct such as epithets, derogatory jokes or comments or slurs;
- Physical conduct including assault, unwanted touching, intentionally blocking normal movement, or interfering with work because of sex, race or any other protected basis;
- Retaliation for reporting or threatening to report harassment; or
- Disparate treatment based on any of the protected classes above.

### **Prohibited Unlawful Sexual Harassment**

Caliber is committed to providing a workplace free of sexual harassment and considers such harassment to be a major offense, which may result in disciplinary action, up to, and including termination, of the offending employee.

Sexual harassment consists of sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature, regardless of whether or not the conduct is motivated by sexual desire, when: (1) submission to the conduct is either made explicitly or implicitly a term or condition of an individual's employment; (2) an employment decision is based upon an individual's acceptance or rejection of that conduct; and/or (3) that conduct interferes with an

individual's work performance or creates an intimidating, hostile or offensive working environment.

It is also unlawful to retaliate in any way against an employee who has articulated a good faith concern about sexual harassment against him or her or against another individual.

All supervisors of staff will receive sexual harassment, discrimination, and retaliation training to include gender identity, gender expression and sexual orientation, within six (6) months of their assumption of a supervisory position and will receive further training once every two (2) years thereafter. Such training will address all legally required topics, including information about the negative effects that abusive conduct has on both the victim of the conduct and others in the workplace, as well as methods to prevent abusive conduct undertaken with malice a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct includes but is not limited to repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. Supervisors shall also be trained on how to appropriately respond when the supervisor becomes aware that an employee is the target of unlawful harassment. Other staff will receive sexual harassment training and/or instruction concerning sexual harassment in the workplace as required by law.

Each employee has the responsibility to maintain a workplace free from any form of sexual harassment. Consequently, should any individual, in particular those with supervisory responsibilities, become aware of any conduct that may constitute sexual harassment or other prohibited behavior, immediate action should be taken to address such conduct. Any employee who believes they have been sexually harassed or has witnessed sexual harassment is encouraged to immediately report such harassment to the School Leader. See **Appendix A** for the "Harassment/Discrimination/Retaliation Complaint Form." See **Appendix B** for the general "Internal Complaint Form."

Sexual harassment may include, but is not limited to:

- Physical assaults of a sexual nature, such as:
  - Rape, sexual battery, molestation or attempts to commit these assaults; and
  - Intentional physical conduct that is sexual in nature, such as touching, pinching, patting, grabbing, brushing against another's body, or poking another's body.
- Unwanted sexual advances, propositions or other sexual comments, such as:
  - Sexually oriented gestures, notices, remarks, jokes, or comments about a person's sexuality or sexual experience.
  - Preferential treatment or promises of preferential treatment to an employee for submitting to sexual conduct, including soliciting or attempting to solicit any employee to engage in sexual activity for compensation or reward or disparate treatment for rejecting sexual conduct.
  - Subjecting or threats of subjecting an employee to unwelcome sexual attention or conduct or intentionally making performance of the employee's job more difficult because of the employee's sex.

- Sexual or discriminatory displays or publications anywhere at the workplace by employees, such as:
  - Displaying pictures, cartoons, posters, calendars, graffiti, objections, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning or pornographic or bringing to work or possessing any such material to read, display or view at work;
  - Reading publicly or otherwise publicizing in the work environment materials that are in any way sexually revealing, sexually suggestive, sexually demeaning or pornographic; and
  - Displaying signs or other materials purporting to segregate an employee by sex in an area of the workplace (other than restrooms or similar rooms).

The illustrations of harassment and sexual harassment above are not to be construed as an all-inclusive list of prohibited acts under this policy. Moreover, please note that while in most situations a personal relationship is a private matter, these relationships are not appropriate in a professional setting, particularly where one of the parties has management or supervisory responsibilities. As such, consensual relationships in the workplace may violate Caliber policy.

## **Whistleblower Policy**

Caliber requires its directors, officers, employees, and volunteers to observe high standards of ethics in the conduct of their duties and responsibilities within the School. As representatives of the School, such individuals must practice honesty and integrity in fulfilling all responsibilities and must comply with all applicable laws and regulations. The purpose of this policy is to create an ethical and open work environment, to ensure that the School has a governance and accountability structure that supports its mission, and to encourage and enable directors, officers, employees, and volunteers of the School to raise serious concerns about the occurrence of illegal or unethical actions within the School before turning to outside parties for resolution.

All directors, officers, employees, and volunteers of the School have a responsibility to report any action or suspected action taken within the School that is illegal, unethical or violates any adopted policy of the School, or local rule or regulation. Anyone reporting a violation must act in good faith, without malice to the School or any individual at the School and have reasonable grounds for believing that the information shared in the report indicates that a violation has occurred. A person who makes a report does not have to prove that a violation has occurred. However, any report which the reporter has made maliciously or any report which the reporter has good reason to believe is false will be viewed as a serious disciplinary offense. No one who in good faith reports a violation, or who, in good faith, cooperates in the investigation of a violation shall suffer harassment, retaliation, or adverse employment action. Further, no one who in good faith discloses, who may disclose, or who the School believes disclosed or may disclose, information regarding alleged violations to a person with authority over the employee or another employee who had responsibility for investigating, discovering or correcting the purported violation shall suffer harassment, retaliation, or adverse employment action.

## **Anti-Nepotism Policy**

### Overview

The purpose of this policy is to maintain the highest level of integrity in all actions of Caliber by avoiding favoritism, the appearance of impropriety, and conflicts of interest often associated with nepotism. Nepotism is inconsistent with Caliber's policy of making decisions based solely on Caliber's mission, business needs, and any individual's qualifications, skills, ability and performance.

#### Definition of "Related Persons"

The following relationships in employment create an inference of nepotism:

- Parent and child
- Siblings
- Grandparent and grandchild
- Aunt and/or uncle and niece and/or nephew
- First cousins
- Spouses and registered domestic partners
- Guardian and ward
- Any corresponding in-law, step, or adoptive relative, or anyone residing in a permanent basis in the home of a current School employee or student.
- Persons engaged in amorous relationships; an amorous relationship exists when two (2) persons voluntarily have a physical relationship or are engaged in a romantic courtship (e.g. dating or engaged) that may or may not have been consummated.

#### Job Applicants

As a family-friendly organization, Caliber does not discriminate against job applicants who are relatives of Caliber employees. Such applicants may apply for employment in any department that is not under the supervision or control of a relative. A job applicant who is a relative of a Caliber employee shall be subject to the same application requirements as all other candidates. The hiring process may not include the Caliber employee relative. Screening and interviewing will be conducted by an impartial interview and hiring committee consisting of multiple members. In the event the applicant is selected for employment, the applicant shall not be hired for a position where one relative would be under the supervision or control of the other relative.

#### Employment Decisions

No Caliber employee (including administrators, certificated employees, and classified employees) or any volunteer may make, participate in, or attempt to influence the hiring, management, or other business decisions involving a relative, or pressure or cause others to do so. Therefore, there can be no direct reporting or supervisory relationship between relatives, and all employment decisions must be made by others.

If an employee is to be assigned to a position that is under the supervision or control of a relative who has or may have a direct effect on the individual's progress or performance, or an individual is to be assigned to a position with the same immediate supervisor as a relative, a management plan must be devised and approved by the head of the department, with final approval by the School Leader. A management plan is also required when an individual already assigned to a position becomes a relative of a supervisor, subordinate, or someone who works for the same immediate supervisor.

The purpose of the management plan is to outline supervision and evaluation procedures that will mitigate possible conflicts of interest. The management plan must address reporting relationships,

supervision, and evaluation that will assure that there will be no decision-making based upon relationships between relatives in promotion, compensation, hours, or other conditions of employment.

Final approval of hiring recommendations and personnel actions is the exclusive right of the School Leader or his or her appointed representative.

### Policy Violations

Policy violations will not be tolerated and can subject the involved parties to adverse action, up to and including discipline/termination.

The employee may not engage in a romantic relationship with an employee under their supervision. Further, romantic relations between employees are discouraged as they may negatively impact the workplace for the employees involved, and create a negative or potentially hostile, or otherwise unlawful environment for the School, other employees, and/or students.

### **Drug and Alcohol Free Workplace**

Caliber is committed to providing a drug and alcohol free workplace and to promoting safety in the workplace, employee health and well-being, customer confidence and a work environment that is conducive to attaining high work standards. The use of drugs and alcohol by employees, whether on or off the job, jeopardizes these goals, since it adversely affects health and safety, security, productivity, and public confidence and trust. Drug or alcohol use in the workplace or during the performance of job duties is extremely harmful to employees and to other Caliber stakeholders.

Employees may not possess or use impairing or intoxicating beverages or drugs on any School premises, nor may employees attend work while under the influence of impairing or intoxicating beverages or drugs. Such conduct is prohibited and will result in disciplinary action up to and including termination.

### **Confidential Information**

All information relating to students, personal information, schools attended, addresses, contact numbers and progress information is confidential in nature, and may not be shared with or distributed to unauthorized parties. All records concerning special education pupils shall be kept strictly confidential and maintained in separate files. Failure to maintain confidentiality may result in disciplinary action, up to and including release from at-will employment.

### **Conflict of Interest**

All employees must avoid situations involving actual or potential conflict of interest. An employee involved in any relationships or situations which may constitute a conflict of interest should immediately and fully disclose the relevant circumstances to the School Leader, or the Board of Directors, for a determination about whether a potential or actual conflict exists. If an actual or potential conflict is determined, the School may take whatever corrective action appears appropriate according to the circumstances. Failure to disclose facts shall constitute grounds for disciplinary action.

### **Smoking**

All Caliber facilities are non-smoking (including e-cigarettes and vaporizers) facilities.

# **THE WORKPLACE**

## **Job Duties**

The employee should refer to the applicable job description for his or her position for a description of their specific job duties. The employee should also consult their supervisor for further direction and clarification. Caliber reserves the right, at any time, with or without notice, to transfer, demote, suspend, administer discipline, change job responsibilities, and change the terms and conditions of the employee's at-will employment at its sole discretion.

## **Work Schedule**

Caliber's hours of school operation are Monday through Friday, 8:00 a.m. to 4:00 p.m., with daily after school activities from 4:00 p.m. to 6:00 p.m. The regular workday schedule for non-exempt employees is eight (8) hours; the regular workweek schedule is forty (40) hours. Exempt employees are also generally expected to be present during business hours and to commit whatever additional time is necessary to satisfactorily complete all job requirements. Accordingly, no overtime compensation will be paid to exempt employees.

## **Meal and Rest Periods**

Non-exempt employees working at least five (5) hours are provided with a thirty (30) minute meal period, to be taken approximately in the middle of the workday but by no later than the end of the 5<sup>th</sup> hour of work. An employee may waive this meal period if the day's work will be completed in no more than six (6) hours, provided the employee and Caliber mutually consent to the waiver in writing.

Non-exempt employees are also provided with a ten (10) minute rest period for every four (4) hours worked which should be scheduled towards the middle of the four (4) hour work period as practicable. Employees are prohibited from combining meal and rest period time.

An employee's supervisor must be aware of and approve scheduled meal and rest periods. Employees must immediately inform their supervisor if they are prevented from taking their meal and/or rest periods. Employees are expected to observe assigned working hours and the time allowed for meal and rest periods.

## **Lactation Accommodation**

Caliber accommodates lactating employees by providing a reasonable amount of break time to any employee who desires to express breast milk for an infant child. The break time shall, if possible, run concurrently with any break time already provided to the employee. Any break time provided to express breast milk that does not run concurrently with break time already provided to the non-exempt employee shall be unpaid.

Caliber will make reasonable efforts to provide employees who need a lactation accommodation with the use of a room or other private location that is located close to the employee's work area. Employees with private offices will be required to use their offices to express breast milk. Employees who desire lactation accommodations should contact their supervisor to request accommodations.

## **Attendance and Tardiness**

Employee schedules are set at the beginning of the school year and expected hours of attendance are communicated by administration. All employees, whether exempt or non-exempt, are expected to arrive at work consistently and on time. Absenteeism and tardiness negatively affects the School's ability to implement its educational program and disrupts consistency in students' learning.

Non-exempt employees must not begin work and clock in at his or her working area more than ten (10) minutes before they are scheduled to begin and must stop work and clock out from his or her work area no later than ten (10) minutes after their work scheduled for the day is completed. Employees are expected to adhere to start and end times each day. Employees who wish to leave early must notify their supervisor.

If it is necessary to be absent or more than (10) minutes late, employees are expected to telephone the School Leader as soon as possible but no later than one-half (1/2) hour before the start of the workday. Employees are to fill out a Staff Absence Form for each day they are absent for any reason. If an employee is absent from work longer than one (1) day, he or she is expected to keep the School Leader sufficiently informed of the situation.

As noted in the section of this Handbook concerning prohibited conduct, excessive or unexcused absences or tardiness may result in disciplinary action up to and including release from at-will employment with the School. Absence for more than three (3) consecutive days without notifying the School Leader will be considered a voluntary resignation from employment.

## **Time Cards/Records**

By law, Caliber is obligated to keep accurate records of the time worked by non-exempt employees. Such employees shall be required to utilize the School's time card system.

Non-exempt employees must accurately clock in and out of their shifts as this is the only way the payroll department knows how many hours each employee has worked and how much each employee is owed. The time card indicates when the employee arrived and when the employee departed. All non-exempt employees must clock in and out for arrival and departure, along with lunch and for absences like doctor or dentist appointments. All employees are required to keep the office advised of their departures from and returns to the school premises during the workday. Any overtime must be logged and approved using the Substitute and Overtime Approval Form.

Non-exempt employees are solely responsible for ensuring accurate information on their time cards and remembering to record time worked. If an employee forgets to mark their time card or makes an error on the time card, the employee must contact the School Leader to make the correction and such correction must be initialed by both the employee and the School Leader.

Non-exempt employees are prohibited from performing off-the-clock work, including but not limited to checking emails before/after work hours, performing work in the morning before logging in, and running School errands after logging out.

No one may record hours worked on another's worksheet. Any employee who violates any aspect of this policy may be subject to disciplinary action, up to and including release from at-will employment with the School.



## **Use of Email, Voicemail and Internet Access**

Caliber will permit employees to use its email, voicemail, computers, printers, facsimile, Internet access, and where assigned, laptops, cell phones and other electronic devices (collectively “communication systems”) subject to the following:

1. Minimal personal use as long as it does not interfere with timely job performance and is consistent with law and appropriate protocols.
2. The communication systems are for business purposes and may not be used in any way that may be disruptive, offensive to others, or harmful to morale. For example, content that is sexually explicit, inappropriate, or violent, and ethnic slurs, racial epithets, or anything else that may be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, religious beliefs or political beliefs may not be displayed or transmitted.
3. Employees should not attempt to gain access to another employee’s personal file or email or voicemail messages without the latter’s express permission. All records and data on the School communication system is School property, and may not be taken without Caliber’s express permission, or used or accessed for an improper/unauthorized purpose.
4. School staff will not enter an employee’s personal email files or voicemail unless there is a business need to do so. Caliber retains a copy of all passwords; passwords unknown to the School may not be used. System security features, including passwords and delete functions, do not neutralize the School’s ability to access any message at any time. Employees must be aware that the possibility of such access always exists.
5. Employees should not use personal devices or email accounts for School-related communications. Such communications should only take place using School-issued devices and via the employee’s Caliber email account.
6. Caliber reserves the right, without notice, to monitor, limit, or restrict any individual’s use, and to inspect, copy, remove, or delete any unauthorized use of its Communication System upon authorization of the School Leader or his or her appointee.

## **Personal Business**

Caliber’s facilities for handling mail and telephone calls are designed to accommodate School business. Employees should have personal matters directed to their home address and limit personal telephone calls and other personal business to an absolute minimum. Personal calls on School communication systems should not be made outside the immediate dialing area. Do not use School material, time or equipment for personal projects.

No employee shall sell merchandise, circulate non-work related divisive or disruptive written material, or solicit or promote support for any non-work related cause or organization during his or her work time or during the work time of the employees and/or students at whom such activity is directed. For the avoidance of doubt, this includes, without limitation, marketing commercial products or services, charitable fundraising, advertising employment opportunities, and political campaigning, without the express permission of the school.

Any employee who is unclear on this policy should immediately consult with his or her supervisor. Violations of this policy may result in disciplinary action up to and including termination from employment.

## **Social Media**

If an employee decides to post information on the Internet (i.e., personal blog, Facebook, Instagram, Twitter, etc.) that discusses any aspect of his/her workplace activities, the following restrictions apply:

- School equipment, including School computers and electronics systems, may not be used for these purposes;
- Student and employee confidentiality policies must be strictly followed;
- Employees must make clear that the views expressed in their blogs are their own and not those of the School;
- Employees may not use the School's logos, trademarks and/or copyrighted material and are not authorized to speak on the School's behalf;
- Employees are not authorized to publish any confidential or proprietary information maintained by the School;
- Employees are prohibited from making discriminatory, defamatory, libelous or slanderous comments when discussing the School, the employee's supervisors, co-workers and competitors;
- Employees must comply with all School policies, including, but not limited to, rules against unlawful harassment and retaliation.

The School reserves the right to take disciplinary action against any employee whose Internet postings violate this or other School policies.

## **Personal Appearance/Standards of Dress**

Caliber employees serve as role models to the School's students. All employees should therefore maintain professional standards of dress and grooming. Just as overall attitude and instructional competency contribute to a productive learning environment, so do appropriate dress and grooming.

Employees are encouraged to wear clothing that will add dignity to the educational profession, will present an image consistent with their job responsibilities, and will not interfere with the learning process. Accordingly, all employees shall adhere to the following standards of dress:

- 1) Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits or tears in pants or other articles of clothing are not permitted except for modest slits in women's dresses or skirts that are no higher than three (3) inches above the knee.
- 2) Slacks and shorts are to be worn on the waist with no portion of an undergarment showing. Jeans are not permitted. Shorts should be modest in length and should be no higher than three (3) inches above the knee.
- 3) Skirts and dresses should be no higher than three (3) inches above the knee.
- 4) All tops must be appropriate to the work environment, and should be clean, neat, and provide proper coverage.

- 5) Clothing or jewelry with logos that depict and/or promote gangs , drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
- 6) Appropriate shoes must be worn at all times.

## **Gifts**

Employees may not accept gifts from students, vendors or families, or engage in business transactions, or exchanges in which the employee has a financial interest with the school, students, families or vendors, unless expressly approved by the Board of Directors.

The receipt of occasional flowers, candy or gifts worth less than \$50.00 from students, parents/guardians, or vendors fall outside the intent of this policy and acceptance of such items is permissible. However, employees must obtain written approval from the Chief Operating Officer before accepting any gift worth in excess of \$50.00.

## **Health and Safety Policy**

Caliber is committed to providing and maintaining a healthy and safe work environment for all employees. Violence, or the threat of violence, by employees, or against employees will not be permitted.

Employees are required to know and comply with the School's General Safety Rules and to follow safe and healthy work practices at all times. Employees are required to report immediately to the School Leader any potential health or safety hazards, and all injuries or accidents. Employees may not bring firearms, ammunition or other weapons to the school.

In compliance with Proposition 65, the School will inform employees of any known exposure to a chemical known to cause cancer or reproductive toxicity.

## **Security Protocols**

Caliber has developed guidelines to help maintain a secure workplace. At the school site, always ensure that all visitors have signed in the visitor log and are wearing appropriate visitor tags/badges. Be aware of unknown persons loitering in parking areas, walkways, entrances and exits and service areas. Report any suspicious persons or activities to the School Leader. Employee desks and/or offices should be secured at the end of the day. When an employee is called away from his or her work area for an extended length of time, valuable or personal articles should not be left around a work station that may be accessible. The security of facilities as well as the welfare of employees depends upon the alertness and sensitivity of every individual to potential security risks. Employees should immediately notify the School Leader when keys are missing or if security access codes or passes have been breached. The Faculty Workspace is for employee use only, and for safety and security purposes, should be restricted from use by non-employees.

## **Employees Who Are Required to Drive**

Employees who are required to operate a vehicle while conducting approved School business will be required to show proof of a current, valid license and, where applicable, proof of current,

effective insurance coverage. Caliber retains the right to obtain an employee motor vehicle record from the California Department of Motor Vehicles.

Employees who drive their own vehicles on approved School business will be reimbursed pursuant to the “Reimbursement of Travel Expenses” policy.

Employees driving for a school related purpose must refrain from using cell phones while driving and must follow all applicable laws.

Any employee who fails to comply with this policy may be disciplined, up to and including termination. The School will not be responsible for the employee’s failure to use good judgment, and to follow all driving laws and applicable safe practices.

### **Reimbursement of Travel Expenses**

Each employee will have one (1) designated “base campus.” Employees are not reimbursed for expenses incurred traveling between their home and the employee’s base campus. They will be reimbursed for toll and mileage that exceeds the employee’s drive between their home and base campus . Further, when a staff member travels between his or her base campus and another campus, reimbursable mileage is to be calculated from the base campus to the other campus. Mileage is reimbursed at the effective standard mileage rate set by the Internal Revenue Service.

Employees must complete expense reports in Concur on a periodic basis, including toll receipt or Fastrak logs, and records accompanying mileage. Expense reports should include copies of all receipts. Multiple trips may be reported on the same expense report.

### **Occupational Safety**

Caliber is committed to the safety of its employees, vendors, contractors and the public and to providing a clear safety goal for management.

The prevention of accidents is the responsibility of every School supervisor. It is also the duty of all employees to accept and promote the established safety regulations and procedures. Every effort will be made to provide adequate safety training. If an employee is ever in doubt how to perform a job or task safely, assistance should be requested. Unsafe conditions must be reported immediately.

It is the policy of the School that accident prevention shall be considered of primary importance in all phases of operation and administration. Caliber’s management is required to provide safe and healthy working conditions for all employees and to establish and require the use of safe practices at all times.

Failure to comply with or enforce School safety and health rules, practices and procedures could result in disciplinary action up to and including possible termination.

### **Accident/Incident Reporting**

It is the duty of every employee to immediately or as soon as is practical report any accident or injury occurring during work or on School premises so that arrangements can be made for medical or first aid treatment, as well as for investigation and follow-up purposes.

## **Reporting Fires and Emergencies**

It is the duty of every employee to know how to report fires and other emergencies quickly and accurately. Employees should report any such emergency by calling management. In addition, all employees should know the local emergency numbers such as 911.

# EMPLOYEE WAGES AND HEALTH BENEFITS

## Payroll Withholdings

As required by law, the School shall withhold Federal Income Tax, State Income Tax, Social Security (FICA) and State Disability Insurance from each employee's pay as follows:

1. Federal Income Tax Withholding: The amount varies with the number of exemptions the employee claims and the gross pay amount.
2. State Income Tax Withholding: The same factors which apply to federal withholdings apply to state withholdings.
3. Social Security (FICA): The Federal Insurance Contribution Act requires that a certain percentage of employee earnings be deducted and forwarded to the federal government, together with an equal amount contributed by the School.
4. State Disability Insurance (SDI): This state fund is used to provide benefits to those out of work because of illness or disability.

Every deduction from an employee's paycheck is explained on the check voucher. If an employee does not understand the deductions, he or she should ask the Head of HR to explain them.

Employees may change the number of withholding allowances claimed for Federal Income Tax purposes at any time by filling out a new W-4 form and submitting it to the Head of HR. The SSO office maintains a supply of these forms.

All Federal, State, and Social Security taxes will be automatically deducted from paychecks. Federal Withholding Tax deduction is determined by the employee's W-4 form. The W-4 form should be completed upon hire and it is the employee's responsibility to report any changes in filing status to the Head of HR and to fill out a new W-4 form.

At the end of the calendar year, a "withholding statement" (W-2) will be prepared and forwarded to each employee for use in connection with preparation of income tax returns. The W-2 shows Social Security information, taxes withheld and total wages.

## Overtime Pay

Whether an employee is exempt from or subject to overtime pay will be determined on a case-by-case basis and will be indicated in the employee's job description. Generally, teachers and administrators are exempt. Non-exempt employees may be required to work beyond the regularly scheduled workday or workweek as necessary. Only actual hours worked in a given workday or workweek can apply in calculating overtime for non-exempt employees. Caliber will attempt to distribute overtime evenly and accommodate individual schedules. All overtime work must be previously authorized by the School Leader. Caliber provides compensation for all overtime hours worked by non-exempt employees in accordance with state and federal law as follows:

For employees subject to overtime, all hours worked in excess of eight (8) hours in one workday or forty (40) hours in one workweek shall be treated as overtime. Compensation for hours in excess of forty (40) for the workweek or in excess of eight (8) and not more than twelve (12) for the workday, and for the first eight

(8) hours on the seventh consecutive day in one workweek, shall be paid at a rate of one and one-half times the employee's regular rate of pay. Compensation for hours in excess of twelve (12) in one workday and an excess of eight (8) on the seventh consecutive workday of the workweek shall be paid at double the regular rate of pay.

Exempt employees may have to work hours beyond their normal schedules as work demands require. No overtime compensation will be paid to these exempt employees.

## **Paydays**

Employees are paid semi-monthly on the fifteenth (15<sup>th</sup>) and last day of the month. If a payday falls on a weekend or holiday, employees will be paid on the preceding workday. Employees are required to report any overpayment of wages to the Head of HR. Any discrepancies or shortages in the calculation of wages should be reported as soon as possible after payday.

## **Wage Attachments and Garnishments**

Under normal circumstances, the School will not assist creditors in the collection of personal debts from its employees. However, creditors may resort to certain legal procedures such as garnishments, levies or judgments that require the School, by law, to withhold part of an employee's earnings in their favor.

## **Medical Benefits**

### Eligibility

An employee is eligible for medical coverage if he or she is a regular employee working for the School at least thirty (30) hours per week.

Employees who go from part-time to full-time employment become eligible for full benefits on the first day of the month following the effective date of the change.

### When Coverage Starts

Coverage will begin on the first day of employment if hired on the first day of the month (e.g., coverage will begin on August 1 for employees hired on August 1) or on the first day of the next month if hired at any other point (e.g., coverage will begin on September 1 for employees hired between August 2 and August 31). Enrollment forms must be submitted to the Head of HR as soon as possible. This form serves as a request for coverage, and authorizes any payroll deductions necessary to pay for your coverage.

## **COBRA Benefits**

When coverage under the School's medical and/or dental plans ends, employees or their dependents can continue coverage for eighteen (18) or thirty-six (36) months, depending upon the reason benefits ended. To continue coverage, an employee must pay the full cost of coverage – the employee contribution and the School's previous contribution plus a possible administrative charge.

Medical coverage for an employee, his/her spouse, and eligible dependent children can continue for up to eighteen (18) months if coverage ends because:

- Employment ends, voluntarily or involuntarily, for any reason other than gross misconduct; or
- Hours of employment are reduced below the amount required to be considered a full-time employee or part-time, making an employee ineligible for the plan.

This eighteen (18) month period may be extended an additional eleven (11) months in cases of disability subject to certain requirements. This eighteen (18) month period may also be extended an additional eighteen (18) months if other events (such as a divorce or death) occur subject to certain requirements.

An employee's spouse and eligible dependents can continue their health coverage for up to thirty-six (36) months if coverage ends because:

- The employee dies while covered by the plan;
- The employee and his/her spouse become divorced or legally separated;
- The employee becomes eligible for Medicare coverage, but his/her spouse has not yet reach age sixty-five (65); or
- The employee's dependent child reaches an age which makes him or her ineligible for coverage under the plan.

Rights similar to those described above may apply to retirees, spouses and dependents if the employer commences a bankruptcy proceeding and those individuals lose coverage.

Caliber will notify employees or their dependents if coverage ends due to termination or a reduction in work hours. If an employee becomes eligible for Medicare, divorced or legally separated, die, or when a dependent child no longer meets the eligibility requirements, the employee or a family member are responsible for notifying the School within thirty (30) days of the event. Caliber will then notify the employee or his/her dependents of the employee's rights.

Health coverage continuation must be elected within sixty (60) days after receiving notice of the end of coverage, or within sixty (60) days after the event causing the loss, whichever is later.

There are certain circumstances under which coverage will end automatically. This happens if:

- Premiums for continued coverage are not paid within thirty (30) days of the due date;
- The employee (or his/her spouse or child) become covered under another group health plan which does not contain any exclusion or limitation with respect to any pre-existing condition the employee (or the employee's spouse or child, as applicable) may have;
- Caliber stops providing group health benefits;
- The employee (or the employee's spouse or child) become entitled to Medicare; or
- The employee extended coverage for up to twenty-nine (29) months due to disability and



there has been a final determination that the employee is no longer disabled.

### **401(K) Retirement Plan**

Caliber encourages employees to participate in the School's 401(k) Retirement Program. The School contributes to all full-time employees' accounts at a rate equal to three percent (3%) of their salary each pay period. Employee contributions vest immediately. Caliber's contributions vest after three (3) years with the company. Employees are automatically enrolled in the 401(k) Retirement Program and will contribute three percent (3%) of their gross income unless they opt out. Each year this automatic enrollment will increase by 1% unless employee requests otherwise. Employees are opted into default fund elections based on their age. 401(k) information can be obtained from the HR Department.

For specific information, please consult the 401(k) Plan documentation.

### **Flexible Spending Account (FSA)**

Participation in the Caliber FSA program is available to all employees. FSA deductions are subject to limits set and periodically adjusted by the Internal Revenue Service. The 2018 limit to contribute for health expenses is \$2,650. The 2018 limit for dependent care is \$5,000. FSA deductions are tax-free. Caliber has adopted a \$500 rollover for Health FSA.

# **PERSONNEL EVALUATION AND RECORD KEEPING**

## **Employee Reviews and Evaluations**

Each employee will receive periodic performance reviews conducted by the School Leader. Performance evaluations will be conducted annually. The frequency of performance evaluations may vary depending upon length of service, job position, past performance, changes in job duties, or recurring performance problems.

Performance evaluations may review factors such as the quality and quantity of the work performed, knowledge of the job, initiative, work attitude, and attitude toward others. The performance evaluations are intended to make employees aware of their progress, areas for improvement, and objectives or goals for future work performance. Favorable performance evaluations do not guarantee increases in salary or promotions. Salary increases and promotions are solely within the discretion of the School and are based on the 2018 Salary Scale and COLA (Cost of Living Adjustment). After the review, an employee will be required to sign the evaluation report simply to acknowledge that it has been presented to them, that they have discussed it with the School Leader, and that they are aware of its contents.

Newly hired employees may have their performance goals reviewed by the School Leader within the first ninety (90) days of employment.

Potential for advancement will be based largely upon job performance. On a periodic basis, the School Leader will review employee job performance with an employee in order to establish goals for future performance and to discuss your current performance. Caliber's evaluation system will in no way alter the at-will employment relationship.

## **Personnel Files and Record Keeping Protocols**

A personnel file is established for each employee at the time of their employment. Employees must keep the Head of HR advised of changes that should be reflected in their personnel file. Such changes include: change in address, telephone number, marital status, number of dependents and person(s) to notify in case of emergency. Prompt notification of these changes is essential and will enable the School to contact the employee should the change affect his or her other records.

Employees have the right to inspect certain documents in their personnel file, as provided by law, in the presence of a School representative, at a mutually convenient time. Employees also have the right to obtain a copy of their personnel file as provided by law. Employees may add their comments to any disputed item in the file. Caliber will restrict disclosure of their personnel file to authorized individuals within the School. A request for information contained in the personnel file must be directed to the School Leader. Only the School Leader or designee is authorized to release information about current or former employees. Disclosure of information to outside sources will be limited. However, the School will cooperate with requests from authorized law enforcement or local, state or federal agencies conducting official investigations or as otherwise legally required.

Credible complaints of substantiated investigations into or discipline for egregious misconduct will not be expunged from an employee's personnel file unless the complaint is heard by an arbitrator, administrative law judge, or the Board and the complaint is deemed to be false, not credible, unsubstantiated or a determination was made that discipline was not warranted.

## **Employee References**

All requests for references must be directed to the Head of HR. No other manager, supervisor, or employee is authorized to release references for current or former employees. Caliber's policy as to references for employees who have left Caliber is to disclose only the dates of employment and the title of the last position held. If you authorize disclosure in writing, Caliber will also provide a prospective employer with the information on the amount of salary or wage you last earned.

# **HOLIDAYS AND LEAVES**

## **Holidays**

Caliber's calendar reflects any and all holidays observed by the School. The following holidays are generally observed by public entities, including public schools:

- January 1
- Martin Luther King, Jr. Day
- Presidents' Day
- Memorial Day
- July 4
- Labor Day
- Veteran's Day (May be observed the previous Friday)
- Thanksgiving Day
- Day After Thanksgiving
- December 24
- December 25
- December 31

When a holiday falls on a Saturday or Sunday, it will generally be observed on the preceding Friday or following Monday.

Non-exempt employees are given one (1) week paid time off for Spring Break and one (1) week paid time off during the December Winter Break, which for those employees shall be construed as holiday pay.

To be eligible for holiday pay, an employee must be full-time and non-exempt and must work both the business day before and after the holiday. Part-time employees, temporary employees, exempt employees, and teachers are not eligible for holiday pay. However, exempt employees and teachers will receive their regularly scheduled pay during holidays.

Holiday hours do not count as hours worked for purposes of calculating overtime. Other than approved holidays, specified days off and sick days, all employees (exempt and non-exempt) are expected to be at work on all school operating days.

Recognized religious holidays may be taken off by an employee whose religion requires observance of the particular day. Employees must request the day off in advance by written notice to the School Leader. The employee will be paid if the religious holiday is taken as an earned paid leave day (e.g., vacation, personal necessity day, etc., as applicable). The employee will not be paid if the religious holiday is taken as a personal leave of absence day. Employees on any leave of absence do not earn holiday pay.

## **Unpaid Leave of Absence**

Caliber recognizes that special situations may arise where an employee must leave his or her job temporarily. At its discretion, the School may grant employees leaves of absence. Any unpaid leave of absence must be approved in advance by the School.

The granting of a leave of absence always presumes the employee will return to active work by a designated date or within a specific period.

During a Family and Medical Leave Act, California Family Rights Act leave and/or Pregnancy Disability Leave, the employee's medical and dental benefits will remain in force, provided the employee pays the appropriate premiums. Otherwise, benefits are terminated the month any other type of leave begins.

## **Sick Leave**

To help prevent loss of earnings that may be caused by accident or illness, or by other emergencies, the School offers paid sick leave to its employees. Sick leave may be taken to receive preventive care (including annual physicals or flu shots) or to diagnose, treat, or care for an existing health condition. Employees may also use sick leave to assist a family member (i.e., children (including biological, step, and foster children), parents, spouses/domestic partners, grandparents, grandchildren, or siblings) who must receive preventative care or a diagnosis, treatment, or care for an existing health condition. Employees may also take paid sick leave to receive medical care or other assistance to address instances of domestic violence, sexual assault, or stalking.

Paid sick leave is available to all School employees who work at least thirty (30) days within the span of a single calendar year from the commencement of employment. Eligible employees accrue four (4) hours of paid sick leave for each pay period worked. Paid sick leave is capped at forty-eight (48) hours per year for full-time employees and twenty-four (24) hours per year for part-time employees. It does not roll over from year to year.

Employees cannot use paid sick leave until the ninetieth (90th) calendar day following the employee's start date. Sick leave may be taken by eligible employees in increments of at least one (1) hour.

Employees will not receive pay in lieu of unused sick leave and unused sick leave will not be paid out upon separation from employment. Sick leave may only be utilized for personal necessity as described below.

Employees who are unable to report to work due to personal or dependent illness or injury must contact their supervisor prior to their normal starting time and indicate the anticipated duration of the time away from work due to illness, if possible, and no later than two (2) hours before their normal starting time, unless there is an emergency.

Employees absent longer than three (3) days due to illness may be required to provide medical evidence of illness and/or medical certification of fitness to return to work satisfactory to the School.

Once an employee has exhausted sick leave, the employee may continue on an unpaid medical leave depending upon the facts and circumstances of the employee's basis for leave beyond accrued sick leave. Employee requests for unpaid medical leave must be approved in advance by the School. If employee continues to have unapproved absences and does not furnish a physician's note, employee may be put on a corrective action plan.

## **Personal Necessity Leave**

Employees may use up to twenty-four (24) hours of their sick leave for personal necessity annually. Uses of personal necessity leave may include, but are not limited to, death or serious illness of a

member of the employee's immediate family (this is in addition to Bereavement Leave), an accident involving the employee's person or property, or the person or property of an immediate family member, adoption of a child, the birth of child making it necessary for an employee who is the parent of the child to be absent from their position during work hours, attendance at conferences, personal legal matters, religious observances, and business matters that cannot be conducted outside of the workday. Employees must request personal necessity leave at least one (1) week in advance unless an emergency situation occurs. Personal necessity does not carry over from year to year, and is not paid out upon separation from employment, as this leave is part of the sick leave provided above. Personal necessity leave is not a form of vacation leave and cannot be utilized for vacation purposes.

## **Family Care and Medical Leave**

This policy explains how the School complies with the federal Family and Medical Leave Act ("FMLA") and the California Family Rights Act ("CFRA"), both of which require the School to permit each eligible employee to take up to twelve (12) workweeks (or twenty-six (26) workweeks where indicated) of FMLA leave in any twelve (12) month period for the purposes enumerated below. For purposes of this policy, all leave taken under FMLA or CFRA will be referred to as "FMLA leave."

- **Employee Eligibility Criteria**

To be eligible for FMLA leave, the employee must have been employed by the School for a total of at least twelve (12) months, worked at least 1,250 hours during the twelve (12) month period immediately preceding commencement of the FMLA leave, and work at a location where the School has at least fifty (50) employees within seventy-five (75) miles (except for purposes of baby-bonding where the threshold is twenty (20) employees).

- **Events That May Entitle an Employee To FMLA Leave**

The twelve (12) week (or twenty-six (26) workweeks where indicated) FMLA allowance includes any time taken (with or without pay) for any of the following reasons:

1. To care for the employee's newborn child or a child placed with the employee for adoption or foster care. Leaves for this purpose must conclude twelve (12) months after the birth, adoption, or placement. If both parents are employed by the School, they will be entitled to a combined total of twelve (12) weeks of leave for this purpose.
2. Because of the employee's own serious health condition (including a serious health condition resulting from an on-the-job illness or injury) that makes the employee unable to perform any one or more of the essential functions of his or her job (other than a disability caused by pregnancy, childbirth, or related medical conditions, which is covered by the School's separate pregnancy disability policy).
  - a. A "serious health condition" is an illness, injury (including, but not limited to, on-the-job injuries), impairment, or physical or mental condition of the employee or a child, parent, or spouse of the employee that involves either inpatient care or continuing treatment, including, but not limited to, treatment for substance abuse.

- b. “Inpatient care” means a stay in a hospital, hospice, or residential health care facility, any subsequent treatment in connection with such inpatient care, or any period of incapacity. A person is considered an “inpatient” when a health care facility formally admits him/her to the facility with the expectation that he/she will remain at least overnight and occupy a bed, even if it later develops that such person can be discharged or transferred to another facility and does not actually remain overnight.
  - c. “Incapacity” means the inability to work, attend school, or perform other regular daily activities due to a serious health condition, its treatment, or the recovery that it requires.
  - d. “Continuing treatment” means ongoing medical treatment or supervision by a health care provider.
- 3. To care for a spouse, domestic partner, child, or parent with a serious health condition or military service-related injury. When an employee is providing care to a spouse, son, daughter, parent, or next of kin who is a covered Armed Forces servicemember with a serious injury or illness, the employee may take a maximum of twenty-six (26) weeks of FMLA leave in a single twelve (12) month period to provide said care.
- 4. For any “qualifying exigency” because the employee is the spouse, son, daughter, or parent of an individual on active military duty, or an individual notified of an impending call or order to active duty, in the Armed Forces.
- Amount of FMLA Leave Which May Be Taken
  - 1. FMLA leave can be taken in one (1) or more periods, but may not exceed twelve (12) workweeks total for any purpose in any twelve (12) month period, as described below, for any one, or combination of the above-described situations. “Twelve workweeks” means the equivalent of twelve (12) of the employee’s normally scheduled workweeks. For a full-time employee who works five (5) eight-hour days per week, “twelve workweeks” means sixty (60) working and/or paid eight (8) hour days.
  - 2. In addition to the twelve (12) workweeks of FMLA leave that may be taken, an employee who is the spouse, son, daughter, parent, or next of kin of a covered Armed Forces servicemember shall also be entitled to a total of twenty-six (26) workweeks of FMLA leave during a twelve (12) month period to care for the servicemember.
  - 3. The “twelve month period” in which twelve (12) weeks of FMLA leave may be taken is the twelve (12) month period immediately preceding the commencement of any FMLA leave.
  - 4. If a holiday falls within a week taken as FMLA leave, the week is nevertheless counted as a week of FMLA leave. If, however, the School’s business activity has temporarily ceased for some reason and employees are generally not expected to report for work for one or more weeks, such as the Winter Break, Spring Break, or Summer Vacation, the days the School’s activities have ceased do not count against the employee’s FMLA leave entitlement. Similarly, if an employee uses FMLA

leave in increments of less than one (1) week, the fact that a holiday may occur within a week in which an employee partially takes leave does not count against the employee's leave entitlement unless the employee was otherwise scheduled and expected to work during the holiday.

- Pay during FMLA Leave

1. An employee on FMLA leave because of his/her own serious health condition must use all accrued paid sick leave at the beginning of any otherwise unpaid FMLA leave period. If an employee is receiving a partial wage replacement benefit during the FMLA leave, the School and the employee may agree to have School-provided paid leave, such as vacation or sick time, supplement the partial wage replacement benefit unless otherwise prohibited by law.
2. An employee on FMLA leave for child care or to care for a spouse, domestic partner, parent, or child with a serious health condition may use any or all accrued sick leave at the beginning of any otherwise unpaid FMLA leave.
3. If an employee has exhausted his/her sick leave, leave taken under FMLA shall be unpaid leave.
4. The receipt of sick leave pay or State Disability Insurance benefits will not extend the length of the FMLA leave. Sick pay accrues during any period of unpaid FMLA leave only until the end of the month in which unpaid leave began.

- Health Benefits

The provisions of the School's various employee benefit plans govern continuing eligibility during FMLA leave, and these provisions may change from time to time. The health benefits of employees on FMLA leave will be paid by the School during the leave at the same level and under the same conditions as coverage would have been provided if the employee had been continuously employed during the leave period. When a request for FMLA leave is granted, the School will give the employee written confirmation of the arrangements made for the payment of insurance premiums during the leave period.

If an employee is required to pay premiums for any part of his/her group health coverage, the School will provide the employee with advance written notice of the terms and conditions under which premium payments must be made.

Caliber may recover the health benefit costs paid on behalf of an employee during his/her FMLA leave if:

1. The employee fails to return from leave after the period of leave to which the employee is entitled has expired. An employee is deemed to have "failed to return from leave" if he/she works less than thirty (30) days after returning from FMLA leave; and
2. The employee's failure to return from leave is for a reason other than the continuation, recurrence, or onset of a serious health condition that entitles the employee to FMLA leave, or other circumstances beyond the control of the employee.



- Seniority

An employee on FMLA leave remains an employee and the leave will not constitute a break in service. An employee who returns from FMLA leave will return with the same seniority he/she had when the leave commenced.

- Medical Certifications

1. An employee requesting FMLA leave because of his/her own or a relative's serious health condition must provide medical certification from the appropriate health care provider on a form supplied by the School. Absent extenuating circumstances, failure to provide the required certification in a timely manner (within fifteen (15) days of the School's request for certification) may result in denial of the leave request until such certification is provided.
2. The School will notify the employee in writing if the certification is incomplete or insufficient, and will advise the employee what additional information is necessary in order to make the certification complete and sufficient. The School may contact the employee's health care provider to authenticate a certification as needed.
3. If the School has reason to doubt the medical certification supporting a leave because of the employee's own serious health condition, the School may request a second opinion by a health care provider of its choice (paid for by the School). If the second opinion differs from the first one, the School will pay for a third, mutually agreeable, health care provider to provide a final and binding opinion.
4. Recertifications are required if leave is sought after expiration of the time estimated by the health care provider. Failure to submit required recertifications can result in termination of the leave.

- Procedures for Requesting and Scheduling FMLA Leave

1. An employee should request FMLA leave by completing a Request for Leave form and submitting it to the School Leader. An employee asking for a Request for Leave form will be given a copy of the School's then-current FMLA leave policy.
2. Employees should provide not less than thirty (30) days' notice for foreseeable childbirth, placement, or any planned medical treatment for the employee or his/her spouse, domestic partner, child, or parent. Failure to provide such notice is grounds for denial of a leave request, except if the need for FMLA leave was an emergency or was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. If FMLA leave is taken because of the employee's own serious health condition or the serious health condition of the employee's spouse, domestic partner, parent or child, the leave may be taken intermittently or on a reduced leave schedule when medically necessary, as determined by the health care provider of the person with the serious health condition.

5. If FMLA leave is taken because of the birth of the employee's child or the placement of a child with the employee for adoption or foster care, the minimum duration of leave is two (2) weeks, except that the School will grant a request for FMLA leave for this purpose of at least one day but less than two (2) weeks' duration on any two (2) occasions.
  6. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment for the employee or a family member, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits and that better accommodates recurring periods of leave than the employee's regular position.
  7. The School will respond to an FMLA leave request no later than five (5) business days of receiving the request. If an FMLA leave request is granted, the School will notify the employee in writing that the leave will be counted against the employee's FMLA leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.
- Return to Work
    1. Upon timely return at the expiration of the FMLA leave period, an employee (other than a "key" employee whose reinstatement would cause serious and grievous injury to the School's operations) is entitled to the same or a comparable position with the same or similar duties and virtually identical pay, benefits, and other terms and conditions of employment unless the same position and any comparable position(s) have ceased to exist because of legitimate business reasons unrelated to the employee's FMLA leave.
    2. When a request for FMLA leave is granted to an employee (other than a "key" employee), the School will give the employee a written guarantee of reinstatement at the termination of the leave (with the limitations explained above).
    3. Before an employee will be permitted to return from FMLA leave taken because of his/her own serious health condition, the employee must obtain a certification from his/her health care provider that he/she is able to resume work.
    4. If an employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.
  - Limitations on Reinstatement
    1. Caliber may refuse to reinstate a "key" employee if the refusal is necessary to prevent substantial and grievous injury to the School's operations. A "key" employee is an exempt salaried employee who is among the highest paid 10% of the School's employees within seventy-five (75) miles of the employee's worksite.
    2. A "key" employee will be advised in writing at the time of a request for, or if earlier, at the time of commencement of, FMLA leave, that he/she qualifies as a "key" employee and the potential consequences with respect to reinstatement and

maintenance of health benefits if the School determines that substantial and grievous injury to the School's operations will result if the employee is reinstated from FMLA leave. At the time it determines that refusal is necessary, the School will notify the "key" employee in writing (by certified mail) of its intent to refuse reinstatement and will explain the basis for finding that the employee's reinstatement would cause the School to suffer substantial and grievous injury. If the School realizes after the leave has commenced that refusal of reinstatement is necessary, it will give the employee at least ten (10) days to return to work following the notice of its intent to refuse reinstatement.

- **Employment during Leave**

No employee, including employees on FMLA leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without the School's written permission will be deemed to have resigned from employment at the School.

## **Pregnancy Disability Leave**

This policy explains how the School complies with the California Pregnancy Disability Act, which requires the School to give each female employee an unpaid leave of absence of up to four (4) months per pregnancy, as needed, for the period(s) of time a woman is actually disabled by pregnancy, childbirth, or related medical conditions.

- **Employee Eligibility Criteria**

To be eligible for pregnancy disability leave, the employee must be disabled by pregnancy, childbirth, or a related medical condition and must provide appropriate medical certification concerning the disability.

- **Events That May Entitle an Employee to Pregnancy Disability Leave**

The four (4) -month pregnancy disability leave allowance includes any time taken (with or without pay) for any of the following reasons:

1. The employee is unable to work at all or is unable to perform any one or more of the essential functions of her job without undue risk to herself, the successful completion of her pregnancy, or to other persons because of pregnancy or childbirth, or because of any medically recognized physical or mental condition that is related to pregnancy or childbirth (including severe morning sickness); or
2. The employee needs to take time off for prenatal care.

- **Duration of Pregnancy Disability Leave**

Pregnancy disability leave may be taken in one or more periods, but not to exceed four months total. "Four months" means the number of days the employee would normally work within four months. For a full-time employee who works five (5) eight (8) hour days per week, four (4) months means 693 hours of leave (40 hours per week times 17 <sup>1</sup>/<sub>3</sub> weeks).

For employees who work more or less than forty (40) hours per week, or who work on variable work schedules, the number of working days that constitutes four (4) months is

calculated on a pro rata or proportional basis. For example, for an employee who works twenty (20) hours per week, “four months” means 346.5 hours of leave entitlement (20 hours per week times 17  $\frac{1}{3}$  weeks). For an employee who normally works forty-eight (48) hours per week, “four months” means 832 hours of leave entitlement (48 hours per week times 17  $\frac{1}{3}$  weeks).

At the end or depletion of an employee’s pregnancy disability leave, an employee who has a physical or mental disability (which may or may not be due to pregnancy, childbirth, or related medical conditions) may be entitled to reasonable accommodation. Entitlement to additional leave must be determined on a case-by case basis, taking into account a number of considerations such as whether an extended leave is likely to be effective in allowing the employee to return to work at the end of the leave, with or without further reasonable accommodation, and whether or not additional leave would create an undue hardship for the School. The School is not required to provide an indefinite leave of absence as a reasonable accommodation.

- Pay During Pregnancy Disability Leave

1. An employee on pregnancy disability leave must use all accrued paid sick leave at the beginning of any otherwise unpaid leave period.
2. The receipt of sick leave pay or state disability insurance benefits, will not extend the length of pregnancy disability leave.
3. Sick leave accrues during any period of unpaid pregnancy disability leave only until the end of the month in which the unpaid leave began.
4. Full-time employees will receive 1 week sick pay upon return from maternity/paternity leave.

- Health Benefits

Caliber shall provide continued health insurance coverage while an employee is on pregnancy disability leave consistent with applicable law. The continuation of health benefits is for a maximum of four (4) months in a twelve (12)-month period. Caliber can recover premiums that it already paid on behalf of an employee if both of the following conditions are met:

1. The employee fails to return from leave after the designated leave period expires.
2. The employee’s failure to return from leave is for a reason other than the following:
  - The employee is taking leave under the California Family Rights Act.
  - There is a continuation, recurrence or onset of a health condition that entitles the employee to pregnancy disability leave.
  - There is a non-pregnancy related medical condition requiring further leave.
  - Any other circumstance beyond the control of the employee.

- Seniority

An employee on pregnancy disability leave remains an employee of the School and a leave will not constitute a break in service. When an employee returns from pregnancy disability leave, she will return with the same seniority she had when the leave commenced.

- Medical Certifications

1. An employee requesting a pregnancy disability leave must provide medical certification from her healthcare provider on a form supplied by the School. Failure to provide the required certification in a timely manner (within fifteen (15) days of the leave request) may result in a denial of the leave request until such certification is provided.
2. Recertifications are required if leave is sought after expiration of the time estimated by the healthcare provider. Failure to submit required recertifications can result in termination of the leave.

- Requesting and Scheduling Pregnancy Disability Leave

1. An employee should request pregnancy disability leave by completing a Request for Leave form and submitting it to the School Leader. An employee asking for a Request for Leave form will be referred to the School's then current pregnancy disability leave policy.
2. Employee should provide not less than thirty (30) days' notice or as soon as is practicable, if the need for the leave is foreseeable. Failure to provide such notice is grounds for denial of the leave request, except if the need for pregnancy disability leave was an emergency and was otherwise unforeseeable.
3. Where possible, employees must make a reasonable effort to schedule foreseeable planned medical treatments so as not to unduly disrupt the School's operations.
4. Pregnancy disability leave may be taken intermittently or on a reduced leave schedule when medically advisable, as determined by the employee's healthcare provider.
5. If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on planned medical treatment, the employee may be transferred temporarily to an available alternative position for which he or she is qualified that has equivalent pay and benefits that better accommodates recurring periods of leave than the employee's regular position.
6. The School will respond to a pregnancy disability leave request within ten (10) days of receiving the request. If a pregnancy disability leave request is granted, the School will notify the employee in writing and leave will be counted against the employee's pregnancy disability leave entitlement. This notice will explain the employee's obligations and the consequences of failing to satisfy them.

- Return to Work

1. Upon timely return at the expiration of the pregnancy disability leave period, an employee is entitled to the same position unless the employee would not otherwise have been employed in the same position at the time reinstatement is requested. If the employee is not reinstated to the same position, she must be reinstated to a comparable position unless one of the following is applicable:
  - a. The employer would not have offered a comparable position to the employee if she would have been continuously at work during the pregnancy disability leave.
  - b. There is no comparable position available, to which the employee is either qualified or entitled, on the employee's scheduled date of reinstatement or within sixty (60) calendar days thereafter. The School will take reasonable steps to provide notice to the employee if and when comparable positions become available during the sixty (60) day period.

A "comparable" position is a position that involves the same or similar duties and responsibilities and is virtually identical to the employee's original position in terms of pay, benefits, and working conditions.

2. When a request for pregnancy disability leave is granted to an employee, the School will give the employee a written guarantee of reinstatement at the end of the leave (with the limitations explained above).
3. In accordance with Caliber policy, before an employee will be permitted to return from a pregnancy disability leave of three (3) days or more, the employee must obtain a certification from her healthcare provider that she is able to resume work.
4. If the employee can return to work with limitations, the School will evaluate those limitations and, if possible, will accommodate the employee as required by law. If accommodation cannot be made, the employee will be medically separated from the School.

- **Employment during Leave**

No employee, including employees on pregnancy disability leave, may accept employment with any other employer without the School's written permission. An employee who accepts such employment without written permission will be deemed to have resigned from employment.

### **Industrial Injury Leave (Workers' Compensation)**

Caliber, in accordance with State law, provides insurance coverage for employees in case of work-related injuries. The workers' compensation benefits provided to injured employees may include:

- Medical care;
- Cash benefits, tax-free to replace lost wages; and
- Vocational rehabilitation to help qualified injured employees return to suitable employment.

To ensure an injured employee receives any worker's compensation benefits to which the employee may be entitled, the employee will need to:

- Immediately report any work-related injury to the School Leader;
- Seek medical treatment and follow-up care if required;
- Complete a written Employee's Claim Form (DWC Form 1) and return it to the Head of HR; and
- Provide the School with a certification from the employee's health care provider regarding the need for workers' compensation disability leave as well as the employee's eventual ability to return to work from the leave.

It is the School's policy that when there is a job-related injury, the first priority is to ensure that the injured employee receives appropriate medical attention. Caliber, with the help of its insurance carrier has selected medical centers to meet this need. Each medical center was selected for its ability to meet anticipated needs with high quality medical service and a location that is convenient to the School's operation.

- If an employee is injured on the job, he/she is to go or be taken to the approved medical center for treatment. If injuries are such that they require the use of emergency medical systems ("EMS") such as an ambulance, the choice by the EMS personnel for the most appropriate medical center or hospital for treatment will be recognized as an approved center.
- All accidents and injuries must be reported to the School Leader and to the individual responsible for reporting to the School's insurance carrier. Failure by an employee to report a work-related injury by the end of his/her shift could result in loss of insurance coverage for the employee. An employee may choose to be treated by his/her personal physician at his/her own expense, but he/she is still required to go to the School's approved medical center for evaluation. All job-related injuries must be reported to the appropriate State Workers' Compensation Bureau and the insurance carrier.
- When there is a job-related injury that results in lost time, the employee must have a medical release from the School's approved medical facility before returning to work.
- Any time there is a job-related injury, the School's policy requires drug/alcohol testing along with any medical treatment provided to the employee.

### **Military and Military Spousal Leave of Absence**

Caliber shall grant a military leave of absence to any employee who must be absent from work due to service in the uniformed services in accordance with the Uniformed Services Employment and Re-Employment Rights Act of 1994 ("USERRA"). All employees requesting military leave must provide advance written notice of the need for such leave, unless prevented from doing so by military necessity or if providing notice would be impossible or unreasonable.

If military leave is for thirty (30) or fewer days, the School shall continue the employee's health benefits. For service of more than thirty (30) days, employee shall be permitted to continue their health benefits at their option through COBRA. Employees are entitled to use accrued vacation or

paid time off as wage replacement during time served, provided such vacation/paid time off accrued prior to the leave.

Except for employees serving in the National Guard, Caliber will reinstate those employees returning from military leave to their same position or one of comparable seniority, status, and pay if they have a certificate of satisfactory completion of service and apply within ninety (90) days after release from active duty or within such extended period, if any, as required by law. For those employees serving in the National Guard, if he or she left a full-time position, the employee must apply for reemployment within forty (40) days of being released from active duty, and if he or she left part-time employment, the employee must apply for reemployment within five (5) days of being released from active duty.

An employee who was absent from work while fulfilling his or her covered service obligation under the USERRA or California law shall be credited, upon his or her return to the School, with the hours of service that would have been performed but for the period of absence from work due to or necessitated by USERRA-covered service. Exceptions to this policy will occur wherever necessary to comply with applicable laws.

Caliber shall grant up to ten (10) days of unpaid leave to employees who work more than twenty (20) hours per week and who are spouses of deployed military servicemen and servicewomen. The leave may be taken when the military spouse is on leave from deployment during a time of military conflict. To be eligible for leave, an employee must provide the School with (1) notice of intention to take military spousal leave within two (2) business days of receiving official notice that the employee's military spouse will be on leave from deployment, and (2) documentation certifying that the employee's military spouse will be on leave from deployment during the time that the employee requests leave.

### **Bereavement Leave**

Caliber will grant three (3) consecutive days paid time off to regular, full-time employees for the purposes of attending a funeral, making any necessary memorial arrangements, and/or traveling to and from the funeral or the employee's immediate family member. All other categories of employees are not entitled to paid bereavement leave. Caliber may request documentation (i.e., copy of the death certificate) to certify the need for such leave.

For the purposes of this policy, "immediate family members" include: parents, mother/father-in-law, persons who have raised the employee, spouse/domestic partner, child, grandparent, sibling, or grandchild.

Bereavement leave as stated above must be approved by the employee's direct supervisor in advance. Under extenuating circumstances, employees who are not eligible for paid bereavement leave or eligible employees who wish to extend their paid bereavement leave beyond three (3) days may request to do so in advance from their supervisors. In the event that Caliber approves such an advance request at its discretion, the absence or extended absence will be charged to the employee's vacation. If the employee does not accrue vacation or has used all his or her accrued vacation, the absence or extended absence will be without pay.

### **Jury Duty or Witness Leave**

All employees who receive a notice of jury/witness duty must notify their supervisor as soon as possible so that arrangements may be made to cover the absence. In addition, employees must



provide a copy of the official jury/witness duty notice to their supervisor. Employees must report for work whenever the court schedule permits. Either Caliber or the employee may request an excuse from jury/witness duty if, in Caliber's judgment, the employee's absence would create serious operational difficulties.

Employees who are called for jury/witness duty will receive their regular salary unless they do not work any hours during the course of a workweek. In the event that the employee must serve as a witness within the course and scope of his or her employment with Caliber, Caliber will provide time off with pay.

### **Voting Time Off**

If an employee does not have sufficient time outside of working hours to vote in an official state-sanctioned election, the employee may take off enough working time to vote. Such time off shall be taken at the beginning or the end of the regular working shift, whichever allows for more free time and the time taken off shall be combined with the voting time available outside of working hours to a maximum of two (2) hours combined. Under these circumstances, an employee will be allowed a maximum of two (2) hours of time off during an election day without loss of pay. When possible, an employee requesting time off to vote shall give the School Leader at least two (2) days' notice.

### **School Appearance and Activities Leave**

As required by law, Caliber will permit an employee who is a parent or guardian (including a stepparent, foster parent, or grandparent) of school children, from kindergarten through grade twelve (12), or a child enrolled with a licensed child care provider, up to forty (40) hours of unpaid time off per child per school year (up to eight (8) hours in any calendar month of the school year) to participate in activities of a child's school or child care. If more than one (1) parent or guardian is an employee of Caliber, the employee that first provides the leave request will be given the requested time off. Where necessary, additional time off will also be permitted where the school requires the employee(s) appearance.

The employee requesting school leave must provide reasonable advanced notice of the planned absence. The employee must use accrued but unused paid leave (e.g., sick leave) to be paid during the absence.

When requesting time off for school activities, the employee must provide verification of participation in an activity as soon as practicable. When requesting time off for a required appearance, the employee(s) must provide a copy of the notice from the child's school requesting the presence of the employee.

### **Bone Marrow and Organ Donor Leave**

As required by law, eligible employees who require time off to donate bone marrow to another person may receive up to five (5) workdays off in a 12-month period. Eligible employees who require time off to donate an organ to another person may receive up to thirty (30) workdays off in a twelve (12) month period.

To be eligible for bone marrow or organ donation leave ("Donor Leave"), the employee must have been employed by the School for at least ninety (90) days immediately preceding the Donor Leave.

An employee requesting Donor Leave must provide written verification to the School that he or she is a donor and that there is a medical necessity for the donation of the organ or bone marrow.

An employee must first use five (5) days of accrued paid leave for bone marrow donation and two (2) weeks of accrued paid leave for organ donation. If the employee has an insufficient number of paid leave days available, the leave will otherwise be paid.

Employees returning from Donor Leave will be reinstated to the position held before the leave began, or to a position with equivalent status, benefits, pay and other terms and conditions of employment. The School may refuse to reinstate an employee if the reason is unrelated to taking a Donor Leave. A Donor Leave is not permitted to be taken concurrently with an FMLA/CFRA Leave.

## **Victims of Abuse Leave**

Caliber provides reasonable and necessary unpaid leave and other reasonable accommodations to employees who are victims of domestic violence, sexual assault, or stalking. Such leave may be taken to attend legal proceedings or to obtain or attempt to obtain any relief necessary, including a restraining order, to ensure the employee's own health, safety or welfare, or that of the employee's child or children. Employees may also request unpaid leave for the following purposes:

- Seek medical attention for injuries caused by domestic violence, sexual assault, or stalking.
- Obtain services from a domestic violence shelter, program, or rape crisis center.
- Obtain psychological counseling for the domestic violence, sexual assault, or stalking.
- Participate in safety planning, such as relocation, to protect against future domestic violence, sexual assault, or stalking.

To request leave under this policy, an employee should provide Caliber with as much advance notice as practicable under the circumstances. If advance notice is not possible, the employee requesting leave under this policy should provide Caliber one (1) of the following certifications upon returning back to work:

1. A police report indicating that the employee was a victim of domestic violence, sexual assault, or stalking.
2. A court order protecting the employee from the perpetrator or other evidence from the court or prosecuting attorney that the employee appeared in court.
3. Documentation from a licensed medical professional, domestic violence or sexual assault counselor, licensed health care provider, or counselor showing that the employee's absence was due to treatment for injuries or abuse from domestic violence, sexual assault, or stalking.

Employees requesting leave under this policy may choose to use accrued paid leave. In addition, Caliber will provide reasonable accommodations to employees who are victims of domestic violence, sexual assault or stalking for the employees' safety while at work. To request an accommodation under this policy, an employee should contact the HR Department.

## **Returning from Leave of Absence**

Employees cannot return from a medical leave of absence without first providing a sufficient doctor's return to work authorization.

When business considerations require, the job of an employee on leave may be filled by a temporary or regular replacement. An employee should give the School Leader thirty (30) days' notice before returning from leave. Whenever the School is notified of an employee's intent to return from a leave, the School will attempt to place the employee in his former position or in a comparable position with regard to salary and other terms and conditions for which the employee is qualified. However, re-employment cannot always be guaranteed. If you need further information regarding Leaves of Absence, be sure to consult the School Leader.

# DISCIPLINE AND TERMINATION OF EMPLOYMENT

## Rules of Conduct

The following conduct is prohibited and will not be tolerated by the School. This list of prohibited conduct is illustrative only and applies to all employees of the School; other types of conduct that threaten security, personal safety, employee welfare and the School's operations also may be prohibited. Further, the specification of this list of conduct in no way alters the at-will employment relationship as to at-will employees of the School. If an employee is working under a contract with the School which grants procedural rights prior to termination, the procedural terms in the contract shall apply.

1. Insubordination - refusing to perform a task or duty assigned or act in accordance with instructions provided by an employee's manager or proper authority.
2. Inefficiency - including deliberate restriction of output, carelessness or unnecessary wastes of time or material, neglect of job, duties or responsibilities.
3. Unauthorized soliciting, collecting of contributions, distribution of literature, written or printed matter is strictly prohibited on School property by non-employees and by employees. This rule does not cover periods of time when employees are off their jobs, such as lunch periods and break times. However, employees properly off their jobs are prohibited from such activity with other employees who are performing their work tasks.
4. Damaging, defacing, unauthorized removal, destruction or theft of another employee's property or of School property.
5. Fighting or instigating a fight on School premises.
6. Violations of the drug and alcohol policy.
7. Using or possessing firearms, weapons or explosives of any kind on School premises.
8. Gambling on School premises.
9. Tampering with or falsifying any report or record including, but not limited to, personnel, absentee, sickness or production reports or records, specifically including applications for employment and time cards.
10. Recording the clock card, when applicable, of another employee or permitting or arranging for another employee to record your clock card.
11. Use of profane, abusive or threatening language in conversations with other employees and/or intimidating or interfering with other employees.
12. Conducting personal business during business hours and/or unauthorized use of telephone lines for personal calls.
13. Excessive absenteeism or tardiness excused or unexcused.
14. Posting any notices on School premises without prior written approval of management, unless posting is on a School bulletin board designated for employee postings.
15. Immoral or indecent conduct.
16. Conviction of a criminal act.
17. Engaging in sabotage or espionage (industrial or otherwise)
18. Violations of the sexual harassment policy.
19. Failure to report a job-related accident to the employee's manager or failure to take or follow prescribed tests, procedures or treatment.
20. Sleeping during work hours.
21. Release of confidential information without authorization.
22. Any other conduct detrimental to other employees or the School's interests or its efficient operations.
23. Refusal to speak to supervisors or other employees.
24. Dishonesty.

25. Failure to possess or maintain the credential/certificate required of the position.

For employees who possess an employment contract which provides for other than at-will employment, the procedures and process for termination during the contract shall be specified in the contract.

## **Off-Duty Conduct**

While the School does not seek to interfere with the off-duty and personal conduct of its employees, certain types of off-duty conduct may interfere with the School legitimate business interests. For this reason, employees are expected to conduct their personal affairs in a manner that does not adversely affect the School or its own integrity, reputation, or credibility. Illegal or immoral off-duty conduct by an employee that adversely affects the School's legitimate business interests or the employee's ability to perform his or her work will not be tolerated.

The following types of additional employment elsewhere are strictly prohibited:

- Additional employment that conflicts with an employee's work schedule, duties, and responsibilities at our School.
- Additional employment that creates a conflict of interest or is incompatible with the employee's position with our School.
- Additional employment that impairs or has a detrimental effect on the employee's work performance with our School.
- Additional employment that requires the employee to conduct work or related activities on the School's property during the employer's working hours or using our School's facilities and/or equipment; and
- Additional employment that directly or indirectly competes with the business or the interests of our School.

Caliber shall not provide workers' compensation coverage or any other benefit for injuries occurring from or arising out of additional employment.

## **Termination of Employment**

Although employment with Caliber is at-will, Caliber requests that an employee who intends to voluntarily leave his or her employment with Caliber provide appropriate written notice to their supervisor or the School Leader. Should it become necessary for you to terminate your at-will employment with the School, please notify the School Leader regarding your intention as far in advance as possible to help ensure a smooth transition for your departure from Caliber. At least two (2) weeks' notice is expected whenever possible.

All School-owned property (laptops, cell phones, student files, student grades and work product, lesson plans, keys, files, identification badges, credit cards, etc.) must be returned immediately upon termination of employment.

If you are participating in the medical and/or dental plan, you will be provided information on your rights under COBRA.

# INTERNAL COMPLAINT REVIEW

The purpose of the “Internal Complaint Review Policy” is to afford all employees of the School the opportunity to seek internal resolution of their work-related concerns. All employees have free access to Caliber’s administrators (e.g., Chief Executive Officer, Chief Operating Officer, School Leader, etc.) or Board of Directors to express their work-related concerns.

Specific complaints of unlawful harassment, discrimination and retaliation are addressed under the School’s “Policy Prohibiting Unlawful Harassment, Discrimination, and Retaliation.”

## Open Door Policy

At Caliber, we believe in transparency and feedback. Any employee with a suggestion, question, or complaint about his or her job, working conditions, or the treatment he or she is receiving is welcome to express his or her concerns and suggestions. For issues other than prohibited harassment, discrimination, or retaliation, employees are to take their concerns first to their supervisor, who will work with the employee to identify a solution. If the problem is still not resolved, the employee may present it to the Chief Operating Officer, preferably in writing, who will address your concerns. For issues that may arise from time to time between co-workers, we ask that you first attempt to address your concern directly with the co-worker, before involving your supervisor.

## Internal Complaints

(Complaints by Employees Against Employees)

This section of the policy is for use when a School employee raises a complaint or concern about a co-worker.

If reasonably possible, internal complaints should be resolved at the lowest possible level, including attempts to discuss/resolve concerns with the immediate supervisor. However, in the event an informal resolution may not be achieved or is not appropriate, the following steps will be followed by the Head of HR or designee:

1. The complainant will bring the matter to the attention of the Head of HR or designee as soon as possible after attempts to resolve the complaint with the immediate supervisor have failed or if not appropriate; and
2. The complainant will reduce his or her complaint to writing, indicating all known and relevant facts. The Head of HR or designee will then investigate the facts and provide a solution or explanation;
3. If the complaint is about the Chief Executive Officer, the complainant may file his or her complaint in a signed writing to the Board Chair, who will then confer with the Board and may conduct a fact-finding or authorize a third party investigator on behalf of the Board. The Board Chair or investigator will report his or her findings to the Board for review and action, if necessary.

This policy cannot guarantee that every problem will be resolved to the employee’s satisfaction. However, the School values each employee’s ability to express concerns and the need for resolution without fear of adverse consequence to employment.

## **Policy for Complaints Against Employees**

(Complaints by Third Parties Against Employees)

This section of the policy is for use when a non-employee raises a complaint or concern about a School employee.

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Chief Executive Officer or Board Chair (if the complaint concerns the Chief Executive Officer) as soon as possible after the events that give rise to the complainant's concerns. The written complaint should set forth in detail the factual basis for the complaint.

In processing the complaint, the Chief Executive Officer (or designee) shall abide by the following process:

1. The Chief Executive Officer or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
2. In the event that the Chief Executive Officer (or designee) finds that a complaint against an employee is valid, Chief Executive Officer (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Chief Executive Officer (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.
3. The Chief Executive Officer's (or designee's) decision relating to the complaint shall be final unless it is appealed to the Board of Directors. The decision of the Board shall be final.

### **General Requirements**

Confidentiality: All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non-Retaliation: All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution: The Board (if a complaint is about the School Leader) or the School Leader or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

## **AMENDMENT TO EMPLOYEE HANDBOOK**

This Employee Handbook contains the employment policies and practices of the School in effect at the time of publication.

Caliber reserves the right to amend, delete or otherwise modify this Handbook at any time provided that such modifications are in writing and duly approved by the employer.

Any written changes to the Handbook will be distributed to all employees. No oral statements can in any way alter the provisions of this Handbook.



## APPENDIX A

### HARASSMENT/DISCRIMINATION/RETALIATION COMPLAINT FORM

*It is the policy of the School that all of its employees be free from harassment, discrimination, and retaliation. This form is provided for you to report what you believe to be harassment, discrimination, or retaliation so that the School may investigate and take appropriate disciplinary or other action when the facts show that there has been harassment, discrimination, or retaliation.*

*If you are an employee of the School, you may file this form with the Chief Executive Officer or Board Chair.*

*Please review the School's policies concerning harassment, discrimination, and retaliation for a definition of such unlawful conduct and a description of the types of conduct that are considered unlawful.*

*Caliber will undertake every effort to handle the investigation of your complaint in a confidential manner. In that regard, the School will disclose the contents of your complaint only to those persons having a need to know. For example, to conduct its investigation, the School will need to disclose portions of your factual allegations to potential witnesses, including anyone you have identified as having knowledge of the facts on which you are basing your complaint, as well as the alleged offender.*

*In signing this form below, you authorize the School to disclose to others the information you have provided herein, and information you may provide in the future. Please note that the more detailed information you provide, the more likely it is that the School will be able to address your complaint to your satisfaction.*

*Charges of harassment, discrimination, and retaliation are taken very seriously by the School both because of the harm caused by such unlawful conduct, and because of the potential sanctions that may be taken against the offender. It is therefore very important that you report the facts as accurately and completely as possible and that you cooperate fully with the person or persons designated to investigate your complaint.*

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you believe harassed, or discriminated or retaliated against, you or someone else: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur? \_\_\_\_\_

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I acknowledge that I have read and that I understand the above statements. I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation.

I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief.

\_\_\_\_\_  
Signature of Complainant

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

\_\_\_\_\_  
Print Name

Received by:\_\_\_\_\_

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

## APPENDIX B

### INTERNAL COMPLAINT FORM

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Alleged Incident(s): \_\_\_\_\_

Name of Person(s) you have a complaint against: \_\_\_\_\_

List any witnesses that were present: \_\_\_\_\_

Where did the incident(s) occur?

Please describe the events or conduct that are the basis of your complaint by providing as much factual detail as possible (i.e. specific statements; what, if any, physical contact was involved; any verbal statements; what did you do to avoid the situation, etc.) (Attach additional pages, if needed):

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I hereby authorize the School to disclose the information I have provided as it finds necessary in pursuing its investigation. I hereby certify that the information I have provided in this complaint is true and correct and complete to the best of my knowledge and belief. I further understand providing false information in this regard could result in disciplinary action up to and including termination.

\_\_\_\_\_  
Signature of Complainant

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

\_\_\_\_\_  
Print Name

To be completed by School:

Received by: \_\_\_\_\_

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

## **Appendix F-1: 2018-19 Caliber: Beta Academy Family Handbook**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024



# Family Handbook

## 2018-2019

Caliber: Beta Academy

School Address: 4301 Berk Avenue Richmond, CA 94804

Mailing Address: PO Box 5282 Richmond, CA 94805

(510) 685-9886 office      [www.caliberbetaacademy.org](http://www.caliberbetaacademy.org)

*Dear Caliber: Beta Academy Families,*

*Welcome to the 2018-19 school year! It is an honor and privilege to serve your student at Caliber: Beta Academy ("CBA" or the "Charter School"). Our entire team takes this responsibility very seriously and we look forward to providing a year full of growth, exploration, and joyful learning.*

*Caliber: Beta Academy is a special place and our approach to education looks a bit different from a traditional school. From coding to daily community meetings- we are constantly innovating new and exciting ways to develop our students' skills. Our goal is to build a strong community of students, staff, and families that partner on this journey to create a safe and welcoming environment where all children can learn.*

*We are passionate about preparing our students for college and career. We personalize our instruction to target exactly what your student needs to learn to making continuous growth and mastering grade-level content. Through daily computer science, writing, science and social studies, students will engage in rich and challenging curriculum that reinforces core skills.*

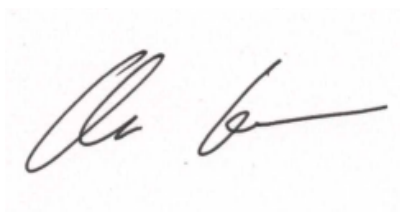
*So as we begin this journey together we say, "Welcome!" We have compiled a handbook to share how school life works, expectations of behavior and basic school policies. Please read through the handbook to become familiar with our procedures and policies. They are in place to assist in accomplishing our ultimate goal of providing a warm, positive, safe, and rigorous learning environment. Thank you for your partnership in making Caliber: Beta Academy a wonderful environment for all our children to learn.*

*Sincerely,*



*Ashlee Gutierrez*

*Founding School Leader, Middle School*



*Andrew Grossman*

*School Leader, Elementary School*

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# *The Mission of Our School*

## THE MISSION

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

## THE VISION

At Caliber: Beta Academy we believe all of our students will become academically college ready, grow in their emotional intelligence, become critical thinkers, and agents of change.

Emotionally Intelligent	Academically College Ready	Critical Thinker	Agents of Change
HEART	SMART	THINK	ACT
			
A Caliber graduate is prepared to navigate a variety of social circumstances and life situations which will be reflected in their Self-Management, Self Awareness, Social Awareness, Relationship Skills, & Responsible Decision Making	A Caliber graduate is prepared to graduate from a 4 year college without remediation.	A Caliber graduate is prepared to solve problems in many ways by analyzing, synthesizing, and evaluating information.	A Caliber graduate is prepared to effectively advocate for self and others in order to create institutional change and a more just society.

## OUR CORE VALUES

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

## *Core Components of Caliber Schools*

1. **High Expectations.** We believe all children can succeed in college and in life. Students are set up for success when our staff functions with a deep belief in both the endless (massive) potential of all students and their own ability to tap and foster that potential. Students will rise to the challenge when staff assumes the best, fosters independence, empowerment, and drives toward incredibly high expectations.



2. **Data Driven Personalized Instruction.** Our teachers will plan lessons and units based on feedback from small group instruction, formative assessments, summative assessments, student artifacts, and anecdotal notes. Each student will have a PLP. We will teach core content in part through “blended learning” that uses adaptive educational software.
3. **Continual focus on Social, Emotional and Life Skills.** Our students will develop and grow in their emotional intelligence through explicit Social Emotional Learning (“SEL”) instruction. SEL refers to a set of skills that individuals need to succeed in schooling, the workplace, relationships, and citizenship.
4. **Exceptional Teaching and Instructional Leadership.** Our school leader will be an instructional leader responsible for improving the quality of our instruction. We will recruit and develop great teachers, who will work together as part of a collaborative professional community and benefit from opportunities for career advancement.
5. **Rigorous and Relevant Curriculum.** Students will be offered a challenging, Common Core-aligned curriculum. Computer programming will be our “second language.” We will have an intense focus on literacy. Students will work in teams using a project-based learning (“PBL”) approach for science and social studies. The school day is longer so we support developing the “whole child.”
6. **A Focus on Student Voice.** Our students will take ownership of their learning. Caliber students will meet in small groups weekly during guided reading to have “book talks.” Additionally students will set their own goals, and meet individually or in a small group with a staff member to check in about how they are progressing to meeting those goals. Additionally, students will have a range of choice in their elective classes for each of the three trimesters

## WHAT IS A CHARTER SCHOOL?

Charter schools are public schools. They are tuition-free and open to any student who wishes to attend. Charter schools allow parents, organizations, or community groups to restore, reinvent, and re-energize our public school system.

Parents/guardians who want their child to attend a Caliber school must submit an application. Our online enrollment site is [www.caliber.schoolmint.net](http://www.caliber.schoolmint.net). For more information on our application process or to review a copy of Caliber’s Lottery and Enrollment Procedures and Policies, contact your school’s Operations Manager or visit the Caliber Schools website at [www.caliberschools.org](http://www.caliberschools.org).

# ***Basic School Information***

## **OFFICE STAFF**

Ashlee Gutierrez, Founding School Leader, Upper School, [agutierrez@caliberschools.org](mailto:agutierrez@caliberschools.org)

Andrew Grossman, School Leader, Lower School, [agrossman@caliberbetaacademy.org](mailto:agrossman@caliberbetaacademy.org)

Frances Lizarde, Operations Lead, [flizarde@caliberbetaacademy.org](mailto:flizarde@caliberbetaacademy.org)

Mireya Sanchez, Front Office Administrator, [msanchez@caliberbetaacademy.org](mailto:msanchez@caliberbetaacademy.org)

Patsy Jimenez, Attendance Clerk, [pjimenez@caliberbetaacademy.org](mailto:pjimenez@caliberbetaacademy.org)

## **SCHOOL SCHEDULE**

### **Hours of Operation (All Grades)**

#### **Morning Drop Off Times: Monday-Friday**

7:40

#### **Dismissal Times (Monday-Thursday)**

- 3:15 Elementary School
- 3:20 Upper School

#### **Dismissal Times (Friday)**

- 12:20 Elementary School
- 12:25 Upper School

**NOTE:** Caliber:Beta Academy is not responsible for students who are dropped off before the identified time at which school gates are opened. Parents/guardians are expected to wait with their children until the school gates are opened, as the children will be unsupervised until this time.

The school calendar can be found online at [caliberbetaacademy.org](http://caliberbetaacademy.org)

## *Getting To & From School*

- More than 700 students are expected to get to and from Caliber: Beta Academy every day. There is limited parking in the immediate vicinity of the school, which is set in the middle of a residential community. Your adherence to these procedures will ensure the safety of our children and minimize delays and/or inconvenience to you and others. If someone other than yourself will be picking up your child(ren), please inform them of the procedures and ensure that he/she is on your student's emergency contact information.
- The speed limit while students are out is 5 mph.
- To accommodate a steady flow of traffic, vehicles are not allowed to park in the drop-off zone. Parents and guardians are welcome to park further away on adjacent streets and walk to the designated drop-off zone to pick-up and drop-off students.
- Double Parking is not allowed. Pick-up/drop-off/waiting is to be done in a legal safe location.
- Parents of TK and Kindergarten students are asked to arrive between 7:30 and 7:45 am so that you can park and then walk your child to class. Please drop off and pick up students at their classrooms.
- Please do not park in the school driveway, handicapped parking spaces
- To ensure a smooth flow/continued movement of pick-up/drop-off of students:
  1. Arrive 5-10 minutes early – park and walk to the school to take/pick-up your child.
  2. Consider arriving 5 minutes later to avoid the rush of cars at dismissal time.
- All students are released to a parent/caregiver or to the afterschool program at the end of the school day. If you would like your child to walk home please complete the form in the office so that your child can be released at dismissal.
- Please do not allow your child to jaywalk. It is dangerous and illegal.
- Be considerate of our neighbors by not blocking their driveways or having disrespectful confrontations.
- Please refrain from honking your horn to get the attention of another driver or your child. It is disruptive to the neighbors.
- Please inform individuals that periodically assist you in the drop-off/pick-up of your child(ren) of the Caliber Schools "Getting To and From School" procedures. These individuals must be listed on the Student/Parent Emergency Form. The office must be notified of any individual not included on that form.
- Please treat our neighbors as you would want to be treated if you lived in close proximity to a school. Finally, keep in mind that your child is watching your example closely and will be learning to drive in the not-too-distant future. Using your seatbelt, respecting the right-of-way, and observing the posted speed limit and traffic signs will ensure that your child will become a responsible driver.

**Important Safety Seat Reminder:** California State Law requires that children who are under 8 years of age be properly secured in a child restraint system in the back seat.

# *Student Information*

## *Release Policy*

Caliber Schools wants to ensure that our students get home safely to their families. This policy describes the rules and regulations for releasing students from our schools.

### **A. Emergency Forms**

At the beginning of the school year, parent/guardians shall complete and submit an Emergency Form to be kept on file at the school. Parents/guardians will be asked to include the names of individuals to be contacted in case of an emergency if attempts to contact the parent/guardian fail. Any person listed as an Emergency Contact will also be considered to be authorized by the child's parent/guardian to regularly pick them up from school unless the parent/guardian indicates otherwise.

### **B. Authorizing Someone to Pick Up a Child**

Parents/guardians may authorize Caliber Schools to release their child to other people by completing the attached "Authorization to Pick Up" section of the "Emergency Contact Card". Parents/guardians are asked to include the *name*, *phone number* and *relationship to the child* for each person they wish to allow their child to be released to. This section of the "Authorization to Pick Up" may be updated by the parent/guardian at any time by visiting the school front office. Caliber staff may ask the authorized individuals for identification when they pick the child up from school.

Caliber Schools recognizes that there will be situations in which a person not listed on the Emergency Form will need to pick the student up from school. In these rare instances, the parent/guardian should call the school to inform school staff that they authorize school staff to release the student to another person that day. If a person that is not listed on the Emergency Form comes to pick the student up and the school has not already been contacted by the parent/guardian, the school will need to speak to the parent/guardian by phone prior to releasing the student. In addition, whenever feasible, parents/guardians should provide the authorized person with a signed note indicating their desire to have the person pick the child up on the day in question.

### **C. Emergency Dismissal**

In case of an emergency dismissal, parents/guardians must wait for instructions from School Leaders before coming to campus to pick up their child. School Leaders will provide parents/guardians with updated information on the dismissal process using the automated calling system. Parents/guardians should expect that the dismissal location and procedures will be different than on a regular day. Parents/guardians should be prepared to present photo identification when picking up a child after an emergency on campus.

## *Late Pick-Up*

It is Caliber School's goal to dismiss our students safely, efficiently, and responsibly. We need the support and partnership of our families to attain this goal.

Parent/guardians are responsible for ensuring that their children are picked up on time every day. Even if the parent/guardian has designated another authorized individual to pick up his/her child on that day, it is still the responsibility of the child's parent/guardian to make sure his/her child is picked up on time.

We understand that there are occasional family emergencies that will cause a child to be picked-up late from school, but cannot tolerate students being left on campus late consistently. Failing to pick up your child on time is costly to the school and disrespectful to the school staff; it may also constitute child neglect.

If a parent/guardian has a family situation that makes it difficult to arrive on time to pick up his/her children on time, the parent/guardian should reach out to a School Leader to discuss possible solutions.

This policy explains our policy and process for addressing late student pick-ups:

**Late Pick-Up:** A child who has not been picked up after the end of dismissal at 3:30 (M-F), 12:35 (Friday) will be considered a late pick-up unless he/she is part of an afterschool program or is staying late at the request of a school staff member.

**Notifying the School:** Staying late at work, running into car problems, or getting stuck in traffic are not excuses for picking up a student late. Parents/guardians are expected to make arrangements for their children to be picked up on time every day. That said, we do understand that there may be unpredictable situations that could cause a parent/guardian to pick up a student late on a given day. In these cases, we ask that a child's parent/guardian contact the school by phone to let the staff know that their child will be picked up late that day.

**Extremely Late Pick-Up:** If a child is still on campus more than an hour after the end of dismissal and staff members have not been in contact with a child's parent/guardian, Caliber staff must assume that the family has suffered an emergency. Staff will contact the local police and call the individuals listed on the child's emergency contact card to find out what happened. Staff may release the child to an authorized individual or the authorities.

#### **Recurring Late Pick-Ups**

Caliber will follow a tiered series of interventions/consequences for families who persistently pick up their children late:

<b>Recurring Late Pick-Up (3 times)</b>	-Parent/guardian must attend a meeting with the school leader to review late pick-up incidents and create a verbal agreement and plan to prevent late pick-ups in the future. The school leader may refer the family to local counseling or truancy resources.
<b>Habitual Late Pick-Up (6 times)</b>	- A letter will be sent home to the child's parent/guardian specifying the date, time, and location of a meeting with a school leader. - Parent/guardian must attend meeting with a school leader and sign an agreement to pick up their child on time.
<b>Chronic Late Pick Up (More than 6 times)</b>	- Referral to Child Protective Services, at the discretion of the school leader.

## ***Attendance Policy***

**Students are expected to be at school each school day.** Good daily attendance is necessary in order for your child to maximize opportunities for academic, social, and emotional growth.

#### **Late, Tardy, Unexcused Absences**

**Late:** A student arriving during the first 30 minutes of school is considered late. That student will be marked late on that day's attendance. Once a student accumulates 10 late arrivals they will be required to attend a mandatory family workshop and/or meet with a School Leader to discuss ways to ensure they arrive to school promptly each day.

**Tardy:** A student arriving to class 30+ minutes after the start of school is considered tardy. That student will be marked tardy on that day's attendance. When a student is tardy, he or she is missing significant parts of the school day.

**Unexcused absences:** Proper notification and/or documentation is required for a student's absence from school to be considered excused and to be marked as excused on the child's attendance record. Some kinds of absences may not be considered excused, even with proper documentation. These include but are not limited to the following: non-documented appointments, sick days with no parent notification of the school, oversleeping, car problems, extra-curricular activities not approved by the School Leader.

The chart below explains the type of notification and/or documentation required to "excuse" a child's absence for different reasons.

Reason	Documentation Needed	Other Info.
Personal Illness	Parents' notification required. A Doctor's office signed note for 3 or more consecutive sick days.	When a student has had more than 10 absent days in the school year due to illness a Doctor's office signed note is required for any additional sick days.
Quarantine	As directed by Department of Health	
Health related appointments/treatments (medical, dental, optometric, or chiropractic)	Doctor's office signed note	
Attending funeral services of immediate family	one (1) day if the service held in California; three (3) days if the service is held out of state	"Immediate family" shall be defined as mother, father, grandmother, grandfather, spouse, son/son-in-law, daughter/daughter-in-law, brother, sister or any relative living in the student's immediate household.
Extra-curricular activities	Approved participation by Charter School required	Approved at the discretion of the School Leader
Personal/Family Emergencies (School Leader's discretion)	Parents' notification required	Approved at the discretion of the School Leader
Religious Holiday/Ceremony/Retreat	Parents' notification required.	The student shall be excused for this purpose on no more than four (4) school days per month

Any absence accompanied by prior approval from the School Leader	Note from School Leader required	
Court Appearances	Notice from court required	
Attendance at the Student's Naturalization Ceremony to become a U.S. Citizen	Parents' notification required.	

The complete Classroom Based Attendance Policy is located within the Caliber School's Student Services Policy Manual which is available at the school office and online.

## ***Independent Study***

Please reference the Independent Study Policy in the Caliber Schools Policy Manual

## ***Clothing and Materials***

### **UNIFORM POLICY**

Students must wear their Caliber: Beta Academy uniform every day. Every family is provided with one uniform at the start of each year. The provided set includes a school polo shirt, choice of one bottom, and a sweatshirt.

The uniform guidelines are as follows:

- Caliber School's Academy Polo Shirt
- Caliber School's T-shirts may be worn Fridays (Later on in the year they will earn College T-shirts they will be able to wear) with Solid Navy Blue bottoms/pants.
- Solid Blue Sweater or Caliber Schools sweatshirt
- Solid Navy Blue Jumper or Skirt (please wear navy blue or white shorts or leggings under jumpers and skirts)
- Solid Navy Blue Pants or Shorts
- Tennis Shoes (No roller shoes)
- Pants must be securely fastened at the waist
- White or navy blue socks or tights

**Each new incoming student also receives a complimentary uniform for free. The vendor we use is ePluno, and apparel can be purchased at <http://caliberbetaacademy.eplunoshops.com/>. Their customer service number 1-800-249-5275.**

### **GENERAL CLOTHING GUIDELINES ON FREE DRESS OCCASIONS**

1. Clothes should be no larger than one size above the student's regular size. Baggy clothes are discouraged.
2. Clothing should be clean and in good condition.
3. Midriff-baring tops, spaghetti straps, short shorts or skirts, and tank tops are not to be worn to school.
4. Hats/hoods are to be removed in class. Religious head coverings will be permitted.

5. When there is a “special” dress day school, appropriate non-uniform clothing is to be worn. These days will be announced ahead of time.
6. Parents will be called and asked to bring a change of clothing if a child is inappropriately dressed. This includes inappropriate shoes. Students are expected to wear non-distracting tennis shoes that are safe for outside play (no flip-flops, slip-on/slides, heels, light up shoes, clunky/stacked or roller shoes).

## ***School Supplies***

Teachers will send a list of materials that can be donated to the classroom at the beginning of the year.

## ***Personal Belongings***

Students are NOT allowed to have the following items at school:

Gum	Chips, Candy or other junk food
Soda	Hats (Religious coverings are permitted)
Hot Chips	Any illegal substance
Weapons and toy weapons	Toys, stuffed animals or dolls (unless given permission)
Gameboys or any other electronic toys	I-Pod
Matches or any flammable item	Cell Phones

## **LOST AND FOUND**

Each year, many articles of clothing are left on the playground or other locations on site. These clothes are placed in the **Lost and Found** that is located in the main office. **Please be sure to clearly write your child's full name on all clothing.** Please check the Lost and Found first for missing articles. Periodically throughout the school year unclaimed clothing items will be donated as the amount of items is overwhelming.

## ***School Meal Program***

School meals are an essential part of our school program and our focus on strong school community. It is a time when students sit with their classmates and practice engaging in conversation while enjoying a meal. We are pleased to be able to offer free meals to all Caliber students, through Preferred Meals This includes breakfast, lunch, snack, and supper (if staying past 5 pm). We request that parents who can donate to the lunch program to help off-set food costs. The average cost for a student for the year is \$1350 or roughly \$7 a day for four meals. Each month you will get a calendar that shows what will be served. In future years, families may be asked to contribute to the food program if they do not qualify for free lunch.

## **FOOD ALLERGIES**

If your child has a known food allergy or dietary restriction, please let our office staff know immediately.. If your child needs access to an Epi-Pen or other allergy medication in case of a reaction, you will need to submit a medication authorization form to your school Operations Manager. Please contact the Front Office for more information and you will be provided with a complete policy of Caliber School's Administration of Medications Policy.



# *Health and Safety*

## **VACCINATIONS**

State law requires that all children entering or continuing attendance at elementary or middle school be immunized against certain diseases. Parents/guardians must submit proof of these immunizations to the school. These requirements can be waived only if a properly signed health exemption is filed. According to Senate Bill 277, as of January 1, 2016 parents may no longer obtain a personal belief exemption. The school will provide families with the most up-to-date information on immunization requirements and how to document that these requirements have been met or waived.

## **ILLNESS OR INJURY DURING THE SCHOOL DAY**

If a child becomes ill or injured during the school day and is not well enough to stay in class, the child's parent/guardian will be called to pick the child up. We do not have the capacity to watch over and care for ill or injured children, so parents/guardians will be expected to pick up their child within 20 minutes. Please make sure that we have updated phone numbers on your child's Emergency Form on file in the school office. If your child has an emergency, we must be able to reach you – if you move or change your phone number(s), please let us know immediately. Please be sure that the school has updated contact and health information.

## **MEDICATIONS**

Caliber staff may assist in administering medication (prescription or over-the-counter) only once the school has a medication authorization form signed by the child's parent and physician. If your child needs to take medication at school (even Tylenol or cold medicine), please ask the Operations Manager for a copy of this form and the corresponding Administration of Medications Policy which is located within the Caliber Schools Student Services Policy Manual.

Bring the completed form to the Operations Manager at your child's school along with the medication and prescription. You must keep the medication in its original packaging from the pharmacy. The Operations Manager will administer medication to your child or appoint a designee to administer medication if he/she is unavailable. Caliber Schools will keep a record of every time your child receives a medication.

## **FIRST AID**

The Operations Manager will administer basic first aid to your child in case of an incident. If your child is sick or injured and you receive a call to pick up your child, you will be expected to pick up your child within 20 minutes of receiving the call. For serious illness or injuries 911 will be called.

## **ACCIDENTS, INJURIES, MEDICAL AND HOSPITAL SERVICES, INSURANCE**

If an accident occurs at school, first aid for minor injuries will be provided and parents/guardians notified. In cases requiring an ambulance, effort will be made to first contact the parent/guardian named on your child's emergency card. Caliber Schools does have a Student Accident Medical policy that provides "Excess" Medical coverage over the students primary medical insurance for accidents that occur during school-sponsored trips or activities.

## **SCHOOL YARD SUPERVISION**

Staff members are assigned to yard supervision during each recess period. There is no supervision outside those times. Students should be dropped off and picked up on time. Please see the Late Pick up Policy for consequences of failing to pick up your child on time.

### **Before and after school supervision:**

Regular School Day: 7:40 – 8:00 am and 3:15 – 3:30 pm

Friday Early Release Days:

7:40 – 8:00 am and 12:20 - 12:35 pm

## **EMERGENCY PREPAREDNESS**

The Emergency Contact Form is to be completed for each student by a parent or guardian. Each student's Emergency Contact Form is kept in the school office. Emergency Preparedness Binders contain the most recent telephone numbers and addresses for the adults responsible for picking up your child in the event of an emergency. **It is essential that this contact information be complete and accurate. Please notify the Caliber Schools Office Manager in writing if any of the information on these forms needs to be updated.** Students will not be released to individuals that are not listed on the Emergency Contact Form unless authorized to do so in writing by the individual that registered the student. Individuals may be asked to show ID. Information on the Emergency Contact Form can only be changed by the parent/guardian that registered the child. For more information, a complete copy of the Caliber School's Comprehensive School Safety Plan is available at the main office.

## **WEAPONS AND FIREARMS**

Caliber Schools prohibits any weapons, imitation firearms or dangerous objects of any kind in school buildings, on school grounds or buses, or at off campus Charter School-related or school sponsored activities.

## **DRUGS, ALCOHOL, AND SMOKE**

Caliber Schools is committed to maintaining campuses free of alcohol, smoke, and illegal drugs. Please do not smoke on campus and do not bring alcohol or illegal substances of any kind to our school.

## **YOUTH SUICIDE PREVENTION POLICY**

The Governing Board of Caliber Schools ("Charter School" or "Caliber Schools") recognizes that suicide is a major cause of death among youth and should be taken seriously. To attempt to reduce suicidal behavior and its impact on students and families, the Board of Directors has developed prevention strategies and intervention procedures.

In compliance with Education Code section 215, this policy has been developed in consultation with Caliber Schools and community stakeholders, Caliber Schools school-employed mental health professionals (e.g., school counselors, psychologists, social workers, nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law enforcement, and community organizations in planning, implementing, and evaluating Caliber Schools' strategies for suicide prevention and intervention. Caliber Schools must work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources.

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, Caliber Schools shall appoint an individual (or team) to serve as the suicide prevention point of contact (See section E below) for each Charter School campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

### **A. Staff Development**

Caliber Schools, along with its partners, has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members. It may also be provided, when appropriate, for other adults on campus (such as substitutes and intermittent staff, volunteers, interns, tutors, coaches, and afterschool staff).

Training:

- All suicide prevention trainings shall be offered under the direction of mental health professionals (e.g., school counselors, school psychologists, other public entity professionals, such as psychologists or social workers) who

have received advanced training specific to suicide. Staff training may be adjusted year-to-year based on previous professional development activities and emerging best practices.

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment or annually. Core components of the general suicide prevention training shall include:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;
  - Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment while staying under constant monitoring by staff member;
  - Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
  - Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
  - Information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
    - Youth affected by suicide;
    - Youth with a history of suicide ideation or attempts;
    - Youth with disabilities, mental illness, or substance abuse disorders;
    - Lesbian, gay, bisexual, transgender, or questioning youth;
    - Youth experiencing homelessness or in out-of-home settings, such as foster care;
    - Youth who have suffered traumatic experiences;
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff may include the following components:
  - The impact of traumatic stress on emotional and mental health;
  - Common misconceptions about suicide;
  - School and community suicide prevention resources;
  - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
  - The factors associated with suicide (risk factors, warning signs, protective factors);
  - How to identify youth who may be at risk of suicide;
  - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on Caliber Schools guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on Caliber Schools guidelines;
  - Procedures approved by Caliber Schools for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
  - Procedures approved by Caliber Schools for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
  - Responding after a suicide occurs (suicide postvention);
  - Resources regarding youth suicide prevention;

## **B. Employee Qualifications and Scope of Services**

Employees of Caliber Schools must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate

risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

### **C. Parents, Guardians, and Caregivers Participation and Education**

- Parents/guardians/caregivers may be included in suicide prevention efforts. At a minimum, schools shall share this Policy with parents/guardians/caregivers by notifying them where a complete copy of the policy is available.
- This suicide prevention policy shall be prominently displayed on the Caliber Schools Web page and included in the Caliber Schools Family Handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers may have access to suicide prevention training that addresses the following:
  - Suicide risk factors, warning signs, and protective factors;
  - How to talk with a student about thoughts of suicide;
  - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

### **D. Student Participation and Education**

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Caliber Schools along with its partners has carefully reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide. Suicide prevention strategies may include, but not be limited to, efforts to promote a positive school climate that enhances students' feelings of connectedness with Caliber Schools and is characterized by caring staff and harmonious interrelationships among students.

Caliber Schools' instructional and student support program shall promote the healthy mental, emotional, and social development of students including, but not limited to, the development of problem-solving skills, coping skills, and resilience. The instruction shall not use the stress model to explain suicide.

Caliber Schools' instructional curriculum may include information about suicide prevention, as appropriate or needed, taking into consideration the grade level and age of the students. Under the supervision of an appropriately trained individual acting within the scope of her/his credential or license, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;
- Receive developmentally appropriate guidance regarding Caliber Schools' suicide prevention, intervention, and referral procedures.

The content of the education may include:

- Coping strategies for dealing with stress and trauma;
- How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
- Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
- Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, science, and physical education).

Caliber Schools will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Week, Peer Counseling, Freshman Success)

## **E. Intervention and Emergency Procedures**

Caliber Schools designates the following administrator at each campus to act as the primary and secondary suicide prevention liaisons:

- Primary Liaison: Gaby Toruno
- Secondary Liaison(s): Ashlee Gutierrez and Andrew Grossman

Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

The suicide prevention liaison shall immediately notify the School Leader or designee, who shall then notify the student's parent/guardian as soon as possible if appropriate and in the best interest of the student. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

The suicide prevention liaison shall also refer the student to mental health resources at Caliber Schools or in the community.

When a student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

When a suicide attempt or threat is reported on campus or at a school-related activity, the suicide prevention liaison shall, at a minimum:

1. Ensure the student's physical safety by one of the following, as appropriate:
  - Securing immediate medical treatment if a suicide attempt has occurred;
  - Securing law enforcement and/or other emergency assistance if a suicidal act is being actively threatened;
  - Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
  - Remaining calm, keeping in mind the student is overwhelmed, confused, and emotionally distressed;
  - Moving all other students out of the immediate area;
  - Not sending the student away or leaving him/her alone, even to go to the restroom;
  - Providing comfort to the student, listening and allowing the student to talk and being comfortable with moments of silence;
  - Promising privacy and help, but not promising confidentiality.
2. Document the incident in writing as soon as feasible.
3. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
4. After a referral is made, Caliber Schools shall verify with the parent/guardian that the follow up treatment has been accessed. Parents/guardians will be required to provide documentation of care for the student. If parents/guardians refuse or neglect to access treatment for a student who has been identified to be at risk for suicide or in emotional distress, the suicide prevention liaisons shall meet with the parent to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of care. If follow up care is still not provided, Caliber Schools reserves the right to contact Child Protective Services.
5. Provide access to counselors or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at Caliber Schools.
6. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

In the event a suicide occurs or is attempted on the Caliber Schools campus, the suicide prevention liaison shall follow the crisis intervention procedures contained in Caliber Schools' safety plan. After consultation with the School Leader or designee and the student's parent/guardian about facts that may be divulged in accordance with the laws governing confidentiality of student record information, the School Leader or designee will provide students, parents/guardians, and

staff with appropriate information, counseling, and/or referrals to community agencies as needed. Caliber Schools staff will receive assistance from Caliber Schools counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

In the event a suicide occurs or is attempted off the Caliber Schools campus and unrelated to school activities, the School Leader or designee shall take the following steps to support the student:

1. Contact the parent/guardian and offer support to the family.
2. Discuss with the family how they would like Caliber Schools to respond to the attempt while minimizing widespread rumors among teachers, staff, and students.
3. Attempt to obtain permission from the parent/guardian to share information to ensure the facts regarding the crisis are correct.
4. The suicide prevention liaisons shall handle any media requests.
5. Provide care and determine appropriate support to affected students.
6. Offer to the student and parent/guardian steps for re-integration to School. Depending on the specific nature of the situation, re-integration may include obtaining a written release from the parent/guardian to speak with any health care providers; conferring with the student and parent/guardian about any specific requests on how to handle the situation; informing the student's teachers about possible days of absences; allowing accommodations for make up work (being understanding that missed assignments may add stress to the student); appropriate staff maintaining ongoing contact with the student to monitor the student's actions and mood; and working with the parent/guardian to involve the student in an aftercare plan.

#### **F. Supporting Students during or after a Mental Health Crisis**

Students shall be encouraged through the education program and in Caliber Schools activities to notify a teacher, the School Leader, another Caliber Schools administrator, psychologist, Caliber Schools counselor, suicide prevention liaisons, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions. Caliber Schools staff are expected to treat each report seriously, calmly, and with active listening and support. Staff are expected to be non-judgmental to students and discuss with the student, and parent/guardian, about additional resources to support the student.

#### **G. Responding After a Suicide Death (Postvention)**

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on the school community, including students and staff.

Caliber Schools shall follow the below action plan for responding to a suicide death, which incorporates both immediate and long-term steps and objectives:

The suicide prevention liaison shall:

- Coordinate with the School Leader to:
  - Confirm death and cause;
  - Identify a staff member to contact deceased's family (within 24 hours);
  - Enact the Suicide Postvention Response;
  - Notify all staff members of the incident (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
  - Notification (if not already conducted) to staff about the suicide death;
  - Emotional support and resources available to staff;
  - A plan for notification to students about suicide death and the availability of support services (if this is part of the protocol that is decided by administration);
  - Share information that is relevant and that which the Charter School has permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
  - Review of protocols for referring students for support/assessment;
  - Development of talking points for staff to notify students;
  - Resources available to students (on and off campus).

- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;
- Identify media spokesperson if needed.
- Include long-term suicide postvention responses:
  - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - Support siblings, close friends, teachers, and/or students of deceased
  - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

# ***Campus Access & Visitor Policy***

Caliber Schools strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. To ensure the campus safety and minimize interruption of the instructional program, Caliber has established the following procedures to facilitate visits during regular school days:

## **FRONT ENTRANCE**

At all times during the school day, the front office to a Caliber Schools will be manned by a Caliber staff member. For the purpose of this policy, the Charter School day is defined as the period of time that starts 30 minutes before the beginning of the instructional day and ends 15 minutes after the end of the instructional day. Ensuring that the front office is manned at all times is a primary responsibility of the Charter School Office Manager. If the Office Manager is unable to be at the front desk for some reason, he/she is responsible for finding another Caliber staff member to be present. Individuals who are not staff members should NOT be asked to man the front desk.

## **VISITOR REGISTRATION AND PASSES/BADGES**

*All visitors are required to register with the front office immediately upon entering any school building or grounds during school hours. After registering in the Front Office, visitors who are not employees will be issued a Visitor's Pass that they must display at all times while on campus.* All visitors must also sign out when leaving the campus. Any visitor may be asked to provide personal identification at any time. For more information on visiting a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available at the main office.

## **PRIMARY AND SECONDARY EVACUATION SITES**

Our school has two evacuation sites. Our primary evacuation site is located on campus on the main playground. We will use this evacuation site when it is safe to remain on campus. Our secondary evacuation site is the outdoor basketball courts directly behind our portable classrooms. If there is a disaster at the Caliber school site or the campus is unsafe for some reason, we will evacuate to this site. *During an emergency dismissal, we may ask parents to meet us at this secondary evacuation site. Please be familiar with this location so you know where to go in case of an emergency dismissal.*

## **EMERGENCIES**

Our priority during an emergency is to keep our campus safe. Here is what will happen in the event of an emergency:

- We will share information with families via phone call or text blast. Please make sure your updated contact information is in our system. If there is an incident on or near our campus, please stay at home and wait for instructions from our school leaders. We need the public to stay away while we secure our campus and account for all students. When it is safe to come to the school, you will be contacted.
- After an emergency incident, we may need to change the way we dismiss students. You may be asked to present a photo ID. Please wait for instructions from school leaders before coming to campus.
- If the school campus is not safe, we may need to dismiss students from our secondary evacuation site. It is important that you know where this secondary evacuation site is located (see above).

# ***School Program***

## **HOMEWORK**

Homework is designed to reinforce learning during the school day. Homework amounts will vary by age. Given our longer school day our younger students will have very little homework. Assignments are a review of what has been



studied in class and designed to share with families what has been learned. The student should be able to easily and independently complete the work. If your child struggles with homework please notify your teacher right away.

## **CORE SOCIAL-EMOTIONAL LEARNING (“SEL”) PROGRAMS**

Our school values are connected to our 4 pillars:

1. HEART: Respect, Self Awareness, Connection
2. SMART: Grow, Determination, Confidence
3. THINK: Curiosity, Problem Solver
4. ACT: Leader, Enthusiasm

Research on the ability of students to persist to and through college clearly identifies that academics alone do not determine success. Caliber will offer a robust set of social emotional programming including Restorative Justice Practices, Mindfulness, Social Emotional Learning Curricula, and Positive Behavior Intervention Systems. Caliber Schools will also focus on cultivating rich student relationships. Students will learn strategies for: Self-Management, Self-Awareness, Social Awareness, Relationship Skills, and Responsible Decision Making.

## **REPORT CARDS – PERSONALIZED LEARNING PLANS**

Caliber Schools uses Personalized Learning Plans (“PLPs”), instead of report cards to provide parents with a periodic assessment of how students are doing in school. Information about intervention strategies and possible retention is also recorded. Students receive three (3) PLPs a year. Teachers make every effort to schedule a parent conference and meet with each parent/guardian by the end of the first and third report card periods. Parents/Guardians are encouraged to talk to their child’s teacher about any questions or concerns they may have about their child’s report card. Parents/Guardians can also request a parent/teacher conference at other times during the year. If a student is identified as not meeting adequate grade level content standards, a parent/teacher conference is called to develop an educational plan that would be closely monitored by the parent and teacher during the school year to avoid retention. All Caliber Schools students are assessed early in the year to establish baseline levels. A conference may be scheduled with the teacher if there are any concerns about how your child is progressing.

## **AFTER-SCHOOL PROGRAM**

After school care is available to all families at Caliber Schools until 6 pm daily. During this time, students will be able to complete homework and engage in a range of activities. We are excited to partner with the BACR Kids Club to bring an awesome selection of afterschool activities for our students. These afterschool activities are optional, but they will be held at our school from **3:00 pm to 6:30 pm Mon-Thurs** and **1:00 pm to 6:30 pm on Fridays and any other early release days** throughout the school year. **Our after school care program will begin on Monday, August 21st for all registered families from 1:00-6:00!**

## **SCHOOL COMMUNICATION**

Families receive communication from the School Leader through a weekly emailed newsletter. Grade level information is updated through our Charter School website. Look for important updates and information on both the Charter School web site, Facebook page, and in the office on the bulletin boards.

## **OUR APPROACH TO DISCIPLINE**

Caliber Schools relies on proactive, preventative supports to promote positive behavior at school. We implement a Restorative Justice (“RJ”) and Positive Behavior Interventions and Supports (“PBIS”) framework in all schools. The fundamental purpose of PBIS is to create learning environments that are more **consistent, predictable, positive, and safe**. This is accomplished through the following key practices:

- Behavioral expectations that are clearly defined, taught, and reinforced.
- Systems for recognizing and reinforcing positive behaviors.

- Consequences that are clearly defined and consistently implemented.
- Data based decision making.
- Multi-tiered systems of support (“MTSS”).
- Use of positive reinforcement.

Caliber Schools classrooms also use a variety of management systems to communicate behavior (both positive and constructive) to students and families. The specific systems can vary by classroom. Families are notified of student behavior (both positive and concerns) via home-school communication systems such as logs, phone calls, conferences, and school visits. In the event that our proactive systems are ineffective and behavior infractions occur, Caliber Schools utilizes a progressive, restorative system. Consequences are aligned to students repairing the harm and taking accountability for their actions. Major infractions that threaten the safety or health of students, staff or others, may be cause for suspension or expulsion. The School Leader will make decisions over these consequences. A complete copy of the Caliber School’s Suspension and Expulsion Policy is available at the main office and within the Caliber Schools Student Services Policy Manual.

# *Volunteering*

Caliber Schools recognizes that volunteers are critical to the success of the Charter School. Volunteers provide crucial support for both teachers and school administrators and provide much needed assistance, experience and knowledge. It is for this reason Caliber encourages all families to provide 40 volunteer hours each year. Volunteering is not a requirement to attend Caliber Schools. Anyone interested in volunteering is asked to complete a volunteer form and register at the school office. For more information on volunteering at a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available at the main office and within the Caliber Schools Student Services Policy Manual.

## **FIELD TRIP DRIVERS**

**If you are interested in serving as a driver on your child's field trips during the school year, you must provide the Charter School office with the following:**

- Proof of liability insurance for their vehicle with a minimum of \$100K/\$300K coverage,
- A copy of their Driver's License and Car Registration,
- A written statement acknowledging that their insurance carrier is the primary agent responsible for insurance during the field trip or excursion,
- A criminal background check conducted by the California Department of Justice ("DOJ"). Employees or volunteers whose DOJ report reveals a Driving Under the Influence conviction shall not be permitted to transport students or operate any vehicle on Charter School business for ten (10) years from the date of the conviction. Any employee or volunteer convicted of a felony shall not be permitted to transport Charter School students on Charter School business.
- A Department of Motor Vehicles record. Employees or volunteers with driving records with two (2) points or more shall not be permitted to transport students or operate any vehicle for Charter School field trips and excursions.

## **CLASSROOM OBSERVATIONS**

Caliber Schools strives to create campuses that are welcoming to families, volunteers, and community members while maintaining a safe and secure environment for students and staff. To ensure campus safety and minimize interruption of the instructional program, we have developed the following Classroom Observation Policy:

1. Visits during school hours should first be arranged with the teacher and School Leader or designee in advance. If a conference is desired, an appointment should be set with the teacher during non-instructional time in advance. Parents seeking to visit a classroom during school hours must first obtain the approval of the classroom teacher.
2. All visitors shall register in the Visitors Log Book and complete a Visitor's badge in the main office immediately upon entering any school building or grounds when during regular school hours. When registering, the visitor is required to provide his/her name, address, age (if under 21), his/her purpose for entering school grounds, and proof of identity. For purposes of school safety and security, the School Leader or designee shall design a visible means of identification for visitors while on school premises.
3. Except for unusual circumstances, approved by the School Leader, Caliber Schools visits should not exceed approximately sixty (60) minutes in length and may not occur more than twice per trimester.
4. If the visitor is a government officer/official (including but not limited to local law enforcement officers, immigration enforcement officers, social workers, district attorneys, or U.S. attorneys) the officer/official will also be asked to produce any documentation that authorizes school access. Charter School shall make reasonable efforts to notify parents or guardians prior to permitting a student to be interviewed or searched, consistent with the law and/or any court order, warrant or instructions from the officer/official. A copy of the documentation provided by the officer and notes from the encounter may

be maintained by Charter School, consistent with the law. The Charter School Governing Board and Bureau of Children's Justice in the California Department of Justice, at [BCJ@doj.ca.gov](mailto:BCJ@doj.ca.gov), will be timely informed regarding any attempt by a law-enforcement officer to access a school site or a student for immigration-enforcement purposes, as recommended by the Attorney General. For purposes of school safety and security, the School Leader or designee shall design a visible means of identification for visitors while on school premises.

5. While on campus, visitors are to enter and leave classrooms as quietly as possible, not converse with any student, teacher, or other instructional assistant unless permitted, and not interfere with any school activity. No electronic listening or recording device may be used in a classroom without the teacher's and School Leader's written permission.
6. Before leaving campus, the visitor shall return the Visitor's Permit and sign out of the Visitors Log Book in the main office.
7. The School Leader, or designee, may refuse to register a visitor or volunteer if it is believed that the presence of the visitor or volunteer would cause a threat of disruption or physical injury to teachers, other employees, or students.
8. The School Leader or designee may withdraw consent to be on campus even if the visitor has a right to be on campus whenever there is reason to believe that the person has willfully disrupted or is likely to disrupt Caliber Schools' orderly operation. If consent is withdrawn by someone other than the School Leader, the School Leader may reinstate consent for the visitor if the School Leader believes that the person's presence will not constitute a disruption or substantial and material threat to Caliber Schools' orderly operation. Consent can be withdrawn for up to fourteen (14) days.
9. The School Leader or designee may request that a visitor who has failed to register, or whose registration privileges have been denied or withdrawn, promptly leave school grounds. When a visitor is directed to leave, the School Leader or designee shall inform the visitor that if he/she reenters the school without following the posted requirements he/she will be guilty of a misdemeanor.
10. Any visitor that is denied registration or has his/her registration revoked may request a conference with the School Leader. The request shall be in writing, shall state why the denial or revocation was improper, shall give the address to which notice of conference is to be sent, and shall be delivered to the School Leader with fourteen (14) days of the denial or revocation of consent. The School Leader shall promptly mail a written notice of the date, time, and place of the conference to the person who requested the conference. A conference with the School Leader shall be held within seven (7) days after the School Leader receives the request. If no resolution can be agreed upon, the School Leader shall forward notice of the complaint to the Caliber Schools Board of Directors. The Caliber Schools Board of Directors shall address the Complaint at the next regular board meeting and make a final determination.
11. At each entrance to the campus, signs shall be posted specifying the hours during which registration is required, stating where the office of the School Leader or designee is located, and what route to take to that office, and setting forth the penalties for violation of this policy.
12. The School Leader or designee may seek the assistance of the police in managing or reporting any visitor in violation of this Policy.

For more information on classroom observations at a Caliber Schools campus, a complete copy of the Caliber School's Classroom and School Volunteer, Visitor, and Removal Policy is available at the main office and within the Caliber Schools Student Services Policy Manual.

## ***Procedural Policies***

### **SCHOOL PHONE USAGE**

Students may use the office telephone ten (10) minutes after school for local calls when necessary. During the school day, students are allowed to use the school phones as appropriate by permission of the teacher or office staff. The office phone is available between the hours of 8:00 am and 4:00 pm.

### **PERSONAL CELL PHONE USAGE**

Parents that feel the need to supply their child(ren) with a personal cell phone are asked to fill out a form in the office so that it is on record that the phone is at school with the parent's permission and school personnel's knowledge. Students must have their **phone turned off and secured in a backpack. It is not to be out or used before, during, or after school as school phones are available in case of emergency.** The Charter School is not responsible for damaged, lost or stolen phones. Parents of students that are unable to abide by this rule will be asked not to send the phone to school. If a cell phone is confiscated at school it will be returned to the parent or guardian, not the child. If it is confiscated a 2<sup>nd</sup> time, the phone must be turned in and checked out in the office on a daily basis, if there are still problems with having the cell phone at school, the phone will be held until the end of the school year.

### **ELECTRONICS**

IPods, MP3 Players, Video Game Systems, or other electronic devices are not to be brought to school as they interfere with the instructional program. These items will be confiscated if brought to school. The Charter School is not responsible for loss or damage.

## *Other Resources and School Support Organizations*

### **COORDINATION OF SERVICES TEAM**

Caliber Schools may identify and refer students with early signs of academic, social or behavioral difficulty to the Coordination of Services Team (“COST”). The COST meets regularly to discuss academic, behavior, and social-emotional supports for our students at Caliber:Beta Academy. In order for the COST process to begin, the student’s teacher must complete the Pre-referral Form and hold a meeting with the COST to review current student information and intervention strategies that have already been used. During the pre-referral meeting, a COST meeting date may be set and parents will be notified of next steps to support their child.

After three (3) COST meetings, if significant progress has not been made against identified goals, the student may be referred to the special education team to determine if the child is eligible for special education evaluation under the Individuals with Disabilities Education Act (“IDEA”), if appropriate. Under unique circumstances, a student may be referred to the special education team to determine eligibility for special education evaluation prior to three COST meetings.

COST is composed of: School Leader, student’s parent/guardian, if needed the Special Education Program Specialist, the student’s classroom teacher, and any other staff member that works with the student in an academic setting. The COST team will meet to review prior interventions, accommodations and modifications as well as identify next steps to ensure all possible supports toward student success have been implemented. A COST summary report will be completed and shared with all stakeholders. The COST team will reconvene to assess student progress at least 28 school days and no more than 56 school days after the initial COST to give ample time for new interventions to yield progress. The COST will determine if the student should continue with the previously identified interventions, participate in a new intervention plan, or if special education eligibility should be considered. Caliber:Beta Academy. intends to assess students for special education when other intervention strategies have been exhausted. Students will only be assessed with parent consent.

### **INDIVIDUALIZED EDUCATION PLANS**

Should a student be assessed for special education eligibility, an individual assessment plan will be designed. After the assessment plan is administered, a meeting with members of the Individualized Education Plan (“IEP”) will be held to share data and eligibility results. If the student is found eligible for special education, the IEP Team will determine the appropriate placement in the least restrictive environment, IEP goals, and the amount and type of services to be provided to the student.

### **COUNCILS/COMMITTEES**

1. **Coordination of Services Team (COST)** – is an intervention team designed to bridge communication and provide support between families, teacher, and students. The team is comprised of teachers, administrator, school psychologist, parent, and in some cases the student.
2. **School Site Council (SSC)** – meets throughout the year and is comprised of teachers, other school personnel, the School Leader and parents/guardians, whose major function is the development, implementation, and evaluation of the school site plan for categorical programs. We will review our LCAP, which outlines our school goals, in order to ensure we are meeting our annual goals.
3. **English Learners Advisory Council (ELAC)** – advises the school leader and SSC regarding the school’s program and services for identified English Language Learner students. ELAC responsibilities can be voted over for SSC to assume its responsibilities.
4. **Parent Event Committees** – Will discuss operations, event planning and classroom support. Information will be dispersed in the Fall.

## *School Cancellation & Closure*

On rare occasions, the decision may be made to alter the regular schedule of the school day by closing school for a day, starting the school day late, or releasing students early at one or several Caliber Schools due to snow, rain, severe weather, natural disasters, or other emergency conditions. In general, Caliber Schools will observe the same decisions as local districts in case of closure or early closure due to weather conditions. That is to say, if the local school district announces a decision to close or release students early from schools due to weather, Caliber School Leaders should do the same.

Decisions to close school or start school late due to weather conditions will be made public, whenever possible, by 6:45 AM on the morning when school will be closed. The School Leader should alert the local news media when deciding to cancel school. Families are responsible for providing the school with updated contact information so that they can be reached in case of change to the school schedule.

## **COMPLAINTS**

For more information on classroom observations at a Caliber Schools campus, a complete copy of the Caliber School's General Complaint Policy is available at the main office and within the Caliber Schools Student Services Policy Manual.

## ***Appendix A: Legally Required Annual Notices***

The California Education Code requires public schools, including charter schools, to provide annual notification to inform parents of certain school policies. Caliber: Beta Academy (collectively referred to as “Caliber Schools”) complies with this requirement by providing families with an annual notification in the Family Handbook each school year. Except where required, Caliber Schools does not publish the policies themselves in the Family Handbook but, instead, maintains this appendix.

### **AVAILABILITY OF PROSPECTUS**

Upon request, Caliber Schools will make available to any parent or legal guardian, a school prospectus, which shall include the curriculum, including titles, descriptions, and instructional aims of every course offered. Please note that, pursuant to law, Caliber Schools may charge for the prospectus in an amount not to exceed the cost of duplication.

### **CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (“CAASPP”)**

Caliber Schools annually administers required state testing to the applicable grades. (e.g., the California Assessment of Student Performance and Progress) Notwithstanding any other provision of law, a parent’s or guardian’s written request to Charter School official to excuse his or her child from any or all parts of the state assessments will be granted. Please submit requests to Frances Lizarde at [flizarde@caliberbetaacademy.org](mailto:flizarde@caliberbetaacademy.org).

### **CHILD FIND**

Caliber Schools is dedicated to the belief that all students can learn and must be guaranteed equal opportunity to become contributing members of the academic environment and society. Caliber Schools provides special education instruction and related services in accordance with the Individuals with Disabilities in Education Improvement Act (“IDEIA”), Education Code requirements, and applicable policies and procedures of the El Dorado County SELPA. These services are available for special education students enrolled at the Charter School. We offer high quality educational programs and services for all our students in accordance with the assessed needs of each student. Caliber Schools collaborates with parents, the student, teachers, and other agencies, as may be indicated, in order to appropriately serve the educational needs of each student.

### **CONCUSSION/HEAD INJURIES**

A concussion is a brain injury that can be caused by a bump, blow, or jolt to the head, or by a blow to another part of the body with the force transmitted to the head. Even though most concussions are mild, all concussions are potentially serious and may result in complications including prolonged brain damage and death if not recognized and managed properly. Because the Charter School has elected to offer an athletic program, we must immediately remove from a school-sponsored athletic activity for the remainder of the day an athlete who is suspected of sustaining a concussion or head injury during that activity. The athlete may not return to that activity until he or she is evaluated by, and receives written clearance from, a licensed health care provider. If the licensed health care provider determines the athlete has a concussion or head injury, the athlete shall also complete a graduated return-to-play protocol of no less than 7 days in duration under the supervision of a licensed health care provider. On a yearly basis, a concussion and head injury information sheet must be signed and returned by the athlete and the athlete’s parent or guardian before the athlete initiates practice or competition. This requirement does not apply to an athlete engaging in an athletic activity during the regular school day or as part of a physical education course.

### **SUDDEN CARDIAC ARREST**

Charter School is invested in the health of its athletes, especially their heart health. Sudden cardiac arrest (SCA) is when the heart stops beating, suddenly and unexpectedly. Those wishing to participate in athletics at Charter School, must review the



information sheet on sudden cardiac arrest via the link below and attached to this handbook:  
<https://www.cdc.gov/dhbsp/docs/cardiac-arrest-infographic.pdf>

## **DIABETES**

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

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

## **FREE AND REDUCED PRICE MEALS**

Caliber Schools participates in the National School Lunch Program. Applications for free or reduced price meals are included in the first day packets to all families and can also be obtained on the Charter School website and in the main office. All families are encouraged to complete the application form in order to include as many eligible students as possible.

## **TITLE IX, HARASSMENT, INTIMIDATION, DISCRIMINATION AND BULLYING**

Caliber Schools prohibits unlawful discrimination, harassment, sexual harassment, intimidation, and bullying, including cyberbullying, based on the actual or perceived characteristics of disability, pregnancy, gender, gender identity, gender expression, nationality, ancestry, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, childbirth or related medical conditions, marital status, age, or association with a person or group with one or more of these actual or perceived characteristics or any other basis protected by federal, state, local law, ordinance or regulation.

To the extent possible, Charter School will make reasonable efforts to prevent students from being discriminated against, harassed, intimidated, and/or bullied, and will take action to investigate, respond, address and report on such behaviors in a timely manner. Charter School staff that witness acts of misconduct prohibited by this Policy will take immediate steps to intervene when safe to do so.

Moreover, Charter School will not condone or tolerate misconduct prohibited by this Policy by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This policy applies to all employee, student, or volunteer actions and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of such misconduct prohibited by this Policy and take appropriate corrective action, if warranted.

Title IX, Harassment, Intimidation, Discrimination and Bullying Coordinator (“Coordinator”):

ASHLEE GUTIERREZ, SCHOOL LEADER  
Caliber: Beta Academy  
4301 Berk Avenue Richmond CA 9480  
Phone Number: (510) 685-9886

A copy of the full Title IX, Harassment, Intimidation, Discrimination and Bullying Policy is available at the school office and within the Caliber Schools Student Services Policy Manual.

## **HOMELESS STUDENTS**

The term “homeless children and youth” means individuals who lack a fixed, regular and adequate nighttime residence due to economic hardship. It includes children and youths who:

- Are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals;
- Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings;
- Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
- Runaway children or children who are abandoned; and
- Migratory children and unaccompanied youth (youth not in the physical custody of a parent or guardian) may be considered homeless if they meet the above definition of “homeless.”

**School Liaison:** The Founding Leader or designee designates the following staff person as the School Liaison for homeless students ((42 USC 11432(g)(1)(J) & (e)(3)(C).):

Gabriela Toruno  
Lead Clinician  
4301 Berk Avenue, Richmond, CA 94804  
510-685-9886  
gtoruno@caliberbetaacademy.org

The School Liaison shall ensure that (42 U.S.C. 11432(g)):

- Homeless students are identified by school personnel and through coordination activities with other entities and agencies.
- Homeless students enroll in, and have a full and equal opportunity to succeed at Caliber Schools.
- Homeless students and families receive educational services for which they are eligible, including services through Head Start programs (including Early Head Start programs) under the Head Start Act, early intervention services under part C of the Individuals with Disabilities Education Act, any other preschool programs administered by the Charter School, if any, and referrals to health care services, dental services, mental health services and substance abuse services, housing services, and other appropriate services.
- Parents/guardians are informed of the educational and related opportunities available to their children and are provided with meaningful opportunities to participate in the education of their children.
- Public notice of the educational rights of homeless children is disseminated at places frequented by parents or guardians of such youths, and unaccompanied youths, including schools, shelters, public libraries, and soup kitchens, and in a manner and form understandable to the parents and guardians of homeless youth and unaccompanied youth.
- Enrollment/admissions disputes are mediated in accordance with law, the Charter School charter, and Board policy;
- Parents/guardians are fully informed of all transportation services, as applicable.
- Charter School personnel providing services receive professional development and other support;
- The School Liaison collaborates with State coordinators and community and school personnel responsible for the provision of education and related services to homeless children and youths.
- Unaccompanied youth are enrolled in school; have opportunities to meet the same challenging State academic standards as the State establishes for other children and youth; and are informed of their status as independent students under section 480 of the Higher Education Act of 1965 and that the youths may obtain assistance from the School Liaison to receive verification of such status for the purposes of the Free Application for Federal Student Aid described in section 483 of the Act.

For any homeless student who enrolls at the Charter School, a copy of the Charter School’s complete policy shall be provided at the time of enrollment and at least twice annually. This complete Policy is also located within the Caliber Schools Student Services Policy Manual which is located at the main office.

## **IMMUNIZATIONS AND PHYSICAL EXAMINATIONS**

To ensure a safe learning environment for all students, Caliber Schools follows and abides by the health standards set forth by the state of California. Students will not attend school until all require records have been received. The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines may be excluded

from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the Charter School.

## **NONDISCRIMINATION STATEMENT**

Caliber Schools brings together a diverse group of individuals. It is guided by the principle that respect and consideration for all individuals is foremost in all school activities. Caliber Schools is not only obligated to uphold the law concerning equal opportunity but regards the spirit of these laws to be the very core of its values. Caliber Schools wishes to stress that it is the responsibility of every member of the Caliber Schools community to observe and uphold the principles of equal opportunity as they affect staff, faculty and students in all aspects of school life. It is the responsibility of every member of the Caliber Schools community to actively promote appropriate workplace behavior. Any form of coercion or harassment that insults the dignity of others or impedes their freedom to work and learn will not be tolerated.

Caliber Schools does not discriminate against any student or employee on the basis of actual or perceived disability, gender, gender identity, gender expression, nationality, race or ethnicity, immigration status, religion, religious affiliation, sexual orientation, or any other characteristic that is contained in the definition of hate crimes in the California Penal Code.

Caliber Schools adheres to all provisions of federal law related to students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990 (“ADA”), and the Individuals with Disabilities Education Improvement Act of 2004 (“IDEIA”).

Caliber Schools is committed to providing a work and educational atmosphere that is free of unlawful harassment under Title IX (sex), Title IV, VI, and VII (race, color, or national origin), The Age Discrimination in Employment Act of 1967; The Age Discrimination Act of 1975; the IDEIA; and Section 504 and Title II of the ADA (mental or physical disability). Charter School prohibits sexual harassment, including cyber sexual bullying, and harassment based upon pregnancy, childbirth or related medical conditions, race, religion, religious affiliation, creed, color, immigration status, gender, gender identity, gender expression, national origin or ancestry, physical or mental disability, medical condition, marital status, age, sexual orientation, or any other basis protected by federal, state, local law, ordinance or regulation. Charter School does not condone or tolerate harassment of any type, including discrimination, intimidation, or bullying, including cyber sexual bullying, by any employee, independent contractor or other person with which Charter School does business, or any other individual, student, or volunteer. This applies to all employees, students, or volunteers and relationships, regardless of position or gender. Charter School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. Inquiries, complaints, or grievances regarding harassment as described in this section, above, should be directed to the Charter School Uniform Complaint Procedures (“UCP”) Compliance Officer:

**ASHLEE GUTIERREZ, SCHOOL LEADER**

**Caliber: Beta Academy**

**4301 Berk Avenue Richmond CA 94804**

**Phone Number: (510) 685-9886**

## **ORAL HEALTH ASSESSMENT**

Students enrolled in kindergarten in a public school or while enrolled in first grade if the pupil was not previously enrolled in kindergarten in a public school are required to have an oral health assessment completed by a dental professional. Please contact the office if you have questions about this requirement.

## **PUPIL RECORDS, INCLUDING CHALLENGES AND DIRECTORY INFORMATION**

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s education records. These rights are:

1. The right to inspect and review the student's education records within 5 business days after the day the Caliber Schools receives a request for access. Parents or eligible students should submit to the Charter School School Leader or designee a written request that identifies the records they wish to inspect.

The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.

Parents or eligible students who wish to ask the Charter School to amend a record should write the Charter School School Leader or designee, clearly identify the part of the record they want changed, and specify why it should be changed. If the Charter School decides not to amend the record as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to provide written consent before the Charter School discloses personally identifiable information ("PII") from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to Charter School officials with legitimate educational interests. A Charter School official is a person employed by the Charter School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the Charter School board. A Charter School official also may include a volunteer or contractor outside of the Charter School who performs an institutional service of function for which the Charter School would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another Charter School official in performing his or her tasks. A Charter School official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the Charter School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

Note that Charter School will not release information to third parties for immigration-enforcement purposes, except as required by law or court order.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue, SW Washington, DC 20202

FERPA permits the disclosure of PII from student's education records, without consent of the parent or eligible student, if the disclosure meets certain conditions found in §99.31 of the FERPA regulations. Except for disclosures to Charter School officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, §99.32 of the FERPA regulations requires the Charter School to record the

disclosure. Parents and eligible students have a right to inspect and review the record of disclosures. A Charter School may disclose PII from the education records of a student without obtaining prior written consent of the parents or the eligible student —

1. To other Charter School officials, including teachers, within the educational agency or institution whom the Charter School has determined to have legitimate educational interests. This includes contractors, consultants, volunteers, or other parties to whom the school has outsourced institutional services or functions, provided that the conditions listed in §99.31(a)(1)(i)(B)(1) - (a)(1)(i)(B)(2) are met. (§99.31(a)(1)).
2. To officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled if the disclosure is for purposes related to the student's enrollment or transfer, subject to the requirements of §99.34. (§99.31(a)(2)).
3. To authorize representatives of the U. S. Comptroller General, the U. S. Attorney General, the U.S. Secretary of Education, or State and local educational authorities, such as the State educational agency in the parent or eligible student's State (SEA). Disclosures under this provision may be made, subject to the requirements of §99.35, in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf. (§§99.31(a)(3) and 99.35).
4. In connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid. (§99.31(a)(4)).
5. To accrediting organizations to carry out their accrediting functions. (§99.31(a)(7)).
6. To parents of an eligible student if the student is a dependent for IRS tax purposes. (§99.31(a)(8)).
7. To comply with a judicial order or lawfully issued subpoena. (§99.31(a)(9)).
8. To appropriate officials in connection with a health or safety emergency, subject to §99.36. (§99.31(a)(10)).
9. Information the Charter School has designated as "directory information" under §99.37. (§99.31(a)(11)).

"Directory Information" is information that is generally not considered harmful or an invasion of privacy if released. Directory information can be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish year books. The Charter School has designated the following information as directory information:

1. Student's name
2. Student's address
3. Parent's/guardian's address
4. Telephone listing
5. Student's electronic mail address
6. Parent's/guardian's electronic mail address
7. Photograph
8. Date and place of birth
9. Dates of attendance
10. Grade level
11. Weight and height of members of athletic teams

12. Degrees, honors, and awards received
13. The most recent educational agency or institution attended
14. Student ID number, user ID, or other unique personal identified used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. (A student's social security number, in whole or in part, cannot be used for this purpose.)

If you do not want the Charter School to disclose directory information from your child's education records without your prior written consent, you must notify the Charter School in writing at the time of enrollment or re-enrollment. Please notify the Front Office at: [msanchez@caliberbetaacademy.org](mailto:msanchez@caliberbetaacademy.org)

## **SECTION 504**

Caliber Schools recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise subjected to discrimination under any program of the Charter School. Any student who has an objectively identified disability that substantially limits a major life activity, including, but not limited to learning, is eligible for accommodations by the Charter School. The parent of any student suspected of needing or qualifying for accommodations under Section 504 may make a referral for an evaluation to the School Leader. A copy of the Charter School's Section 504 policies and procedures is available upon request and can be found within the Caliber Schools Student Services Policy Manual which is located at the main office.

## **TEACHER QUALIFICATION INFORMATION**

Any parent may request information regarding the professional qualifications of classroom teachers and/or paraprofessionals.

## **SEXUAL HEALTH EDUCATION**

A Parent or guardian of a student has the right to excuse their child from all or part of comprehensive sexual health education, HIV prevention education, and assessments related to that education through a passive consent ("opt-out") process. The Charter School does not require active parental consent ("opt-in") for comprehensive sexual health education and HIV prevention education. Parents and guardians may:

- Inspect written and audiovisual educational materials used in comprehensive sexual health education and HIV prevention education.
- Excuse their child from participation comprehensive sexual health education and HIV prevention education in writing to the Charter School.
- Be informed whether the comprehensive sexual health or HIV/AIDS prevention education will be taught by Charter School personnel or outside consultants. When the Charter School chooses to use outside consultants or to hold an assembly with guest speakers to teach comprehensive sexual health or HIV/AIDS prevention education, be informed of:
  - The date of the instruction
  - The name of the organization or affiliation of each guest speaker
- Request a copy of Education Codes 51930 through 51939.

Anonymous, voluntary, and confidential research and evaluation tools to measure student's health behaviors and risks may be administered to 7<sup>th</sup> and 8<sup>th</sup> grade students. A parent or guardian has the right to excuse their child from the test, questionnaire, or survey ("opt-out"). Parents or guardians shall be notified in writing that this test, questionnaire, or survey is to be administered, given the opportunity to review the test, questionnaire, or survey if they wish, notified of their right to excuse their child from the test, questionnaire, or survey, and informed that in order to excuse their child they must state their request in writing to the Charter School.

A Student may not attend any class in comprehensive sexual health education or HIV prevention education, or participate in any anonymous, voluntary, and confidential test, questionnaire, or survey on student health behaviors and risks, if the school has received a written request from the student's parent or guardian excusing the student from participation. An

alternative educational activity shall be made available to students whose parents or guardians have requested that they not receive the instruction or participate in the test, questionnaire, or survey.

## **UNIFORM COMPLAINT PROCEDURE**

Caliber Schools has the primary responsibility to insure compliance with applicable state and federal laws and regulations and has established procedures to address allegations of unlawful discrimination, harassment, intimidation, and bullying, and complaints alleging violations of state or federal laws governing educational programs, including the charging of unlawful pupil fees, non-compliance with the Local Control Funding Formula, and non-compliance with reasonable accommodations for lactating pupils.

Caliber Schools shall investigate and seek to resolve complaints using policies and procedures known as the Uniform Complaint Procedure (“UCP”) adopted by our Governing Board. Unlawful discrimination, harassment, intimidation, or bullying complaints may be based on actual or perceived characteristics of age, ancestry, color, immigration status, ethnic group identification, gender expression, gender identity, gender, genetic information, physical disability, mental disability, medical condition, marital status, nationality, national origin, race or ethnicity, religion, sex, sexual orientation, or on the basis of a person’s association with a person or group with one or more of these actual or perceived characteristics, in any Charter School program or activity that receives or benefits from state financial assistance.

The UCP shall also be used when addressing complaints alleging failure to comply with state and/or federal laws in: Adult Education Programs, After School Education and Safety Programs, Agricultural Vocational Education Programs, American Indian Education Centers and Early Child Education Program Assessments, Consolidated Categorical Aid Programs, Career Technical and Technical Education and Career Technical and Technical Training Programs, Child Care and Development Programs, Child Nutrition Programs, Foster and Homeless Youth Services, Migrant Education Programs, Every Student Succeeds Act / No Child Left Behind Act (2001) Programs (Titles I-VII), including improving academic achievement, compensatory education, limited English proficiency, and migrant education, Regional Occupational Centers and Programs, Special Education Programs, State Preschool, Bilingual Education, Economic Impact Aid, and Tobacco-Use Prevention Education.

A complaint of noncompliance with laws relating to pupil fees may be filed pursuant to the local UCP. A pupil enrolled in a public school shall not be required to pay a pupil fee for participation in an educational activity. A pupil fee includes, but is not limited to, all of the following:

1. A fee charged to a pupil as a condition for registering for school or classes, or as a condition for participation in a class or an extracurricular activity, regardless of whether the class or activity is elective or compulsory, or is for credit.
2. A security deposit, or other payment, that a pupil is required to make to obtain a lock, locker, book, class apparatus, musical instrument, clothes, or other materials or equipment.
3. A purchase that a pupil is required to make to obtain materials, supplies, equipment, or clothes associated with an educational activity.
4. A pupil fee complaint shall not be filed later than one (1) year from the date the alleged violation occurred.

Complaints that fall under the UCP, including complaints of noncompliance with laws relating to pupil fees, must be filed in writing with the below Compliance Officer. A complaint regarding pupil fees may be filed anonymously if the complaint provides evidence or information to support an allegation of noncompliance with laws relating to pupil fees. Complaints other than complaints relating to pupil fees must be filed in writing with the following compliance officer:

**ASHLEE GUTIERREZ, SCHOOL LEADER**

**Caliber: Beta Academy**

**4301 Berk Avenue Richmond CA 94804**

**Phone Number: (510) 685-9886**

If the complaint is regarding the designated individual above, complaints can be directed to the following alternate compliance officer:

MARKUS MULLARKEY, CHIEF OPERATING OFFICER  
Caliber Schools  
4301 Berk Avenue, Richmond, CA 94804  
Phone Number: 510-640-4407

Complaints alleging discrimination, harassment, intimidation, or bullying, must be filed within six (6) months from the date the alleged discrimination, harassment, intimidation, or bullying, occurred or the date the complainant first obtained knowledge of the facts of the alleged discrimination, harassment, intimidation, or bullying, unless the time for filing is extended by the School Leader or designee in writing.

Complaints will be investigated and a written Decision or report will be sent to the complainant within sixty (60) days from the receipt of the complaint. This sixty (60) day time period may be extended by written agreement of the complainant. The compliance officer responsible for investigating the complaint shall conduct and complete the investigation in accordance with California regulations and in accordance with the Charter School's procedures.

The complainant has a right to appeal the School's Decision to the California Department of Education (CDE) by filing a written appeal within fifteen (15) days of receiving the Decision. The appeal must include a copy of the complaint filed with the School and a copy of the Charter School's Decision.

Civil law remedies may be available under state or federal discrimination, harassment, intimidation, or bullying laws, if applicable. In appropriate cases, an appeal may be filed pursuant to Education Code Section 262.3. A complainant may pursue available civil law remedies outside of the Charter School's complaint procedures. Complainants may seek assistance from mediation centers or public/private interest attorneys. Civil law remedies that may be imposed by a court include, but are not limited to, injunctions and restraining orders.

A copy of the UCP policy and complaint procedures is posted in every classroom and shall be available free of charge in the Main Office within the Caliber Schools Student Services Policy Manual. For further information on any part of the complaint procedures, including filing a complaint or requesting a copy of the complaint procedures, please contact the School Leader.



## ***Appendix B: Family Resources***

Welcome to Caliber: Beta Academy! Caliber Schools is committed to helping students and families succeed. We are here to work together to provide not only an excellent education for our students, but a caring and nurturing school community. The challenges of parenting seem to increase daily. We want to partner with you to support your child on their path to college.

The following pages contain information regarding support services, general information for families, and tips for making a smooth transition into the school year. We are so excited to begin the school journey with you and we hope you are too!

At times families need extra support. Please feel free to contact Mrs. Toruno at [gtoruno@caliberbetaacademy.org](mailto:gtoruno@caliberbetaacademy.org) if you or a loved one need help. For County Resources on housing, food, employment etc:

### **BACK TO SCHOOL TIME**

Change may be good, but it's not necessarily easy. Switching from the laid-back fun in the sun of summer to rules, homework, and routines can be a big jump for parents/guardians and children alike. But with a little preparation and the right attitude, it doesn't have to be so hard. It's normal for a child to have a little flutter of anxiety about going back to school, after all, they're getting themselves ready for a lot of newness: a teacher, classmates, tasks, and challenges.

Students may have trouble sleeping at the start of the school year, but that's nothing to worry about. More uncomfortable symptoms might include continued trouble sleeping, decreased appetite, or irritability. Severe cases can involve tears, tantrums, and even refusing to go to school. Parents/guardians can help children adjust by role-playing school with stuffed animals, driving the bus route, and visiting the playground and the classroom before the first day of school.

### **STAY POSITIVE**

A parent's attitude has a strong influence on how children view the beginning of school. Children pick up on their parents' feelings, react to them, and often magnify them. Sending them the message that they can do it is powerful. Be open to discussing your own previous school anxieties to help normalize your child's emotions. Emphasize to your children that anxiety doesn't have to be a stop signal; it is just the minds and body's way of getting ready to try something new.

### **CREATE ROUTINES**

Establishing daily routines at home at the start of the school year (or even before) can also help children adjust. Doing this directly benefits their work in the classroom, where their day is full of routines, "Routines need to be modeled to kids no matter what age. They need to be shown what to do, not told what to do," "And parents need to let their kids know their expectations daily."

Creating a checklist or flowchart helps children get organized and stay on schedule. "It helps ease anxiety with rushing to get out the door. To ease the morning stress, try creating a laminated checklist that hangs on the refrigerator and reads, "Get dressed. Eat breakfast. Take vitamin. Brush teeth. Get backpack." Children can check these off as they do the tasks. These tasks help children feel in charge and responsible of their school preparation and supplies.

For the afternoon, consider scheduling a routine for homework, snacks, and extracurricular activities. Have your children help create the schedule to encourage buy in. At night, when setting bedtimes, keep in mind that children between the ages of 5 and 12 need 10 to 11 hours of sleep. Setting an early bedtime at the beginning of the school year may not work as well for older children who can handle being up later. Expect children to be exhausted the first two weeks of school and plan time in the afternoons to just relax.

### **ESTABLISH FUN TRADITIONS**

Because attitude matters, if you're excited for school to start, your children will follow your lead. Having an annual ritual can help ring in the new school year and can be a treasured tradition for years to come. For example, share a treat and talk about joys and concerns for the upcoming year.

Spending time just hanging out with your children before the start of the school year helps with transition. A parent/guardian's simple presence is comforting and soothing to children and gives them the opportunity to talk if they want to.

Once school starts, of course parents want to hear all about it, but it's important to follow your child's lead. Some children are chatty and want to discuss every detail. Others will feel overwhelmed with too many questions. They may need to relax first and talk later, or they may only tell you about bits and pieces of their day. Either way, it's fine.

## **TIPS FOR TRANSITION TO A NEW SCHOOL**

Your child's first day at a new school is fast approaching, and she's stressed out. Changing schools can be a tough adjustment for any kid, especially for an older child leaving behind friends. Here are some ways you can make the transition easier for your child.

### **Start Early**

- Attend your student's back to school night.
- Attend social events arranged by Caliber Schools prior to the start of the year to allow new friendships to begin.
- Don't overwhelm or push your child into meeting new friends. Just let him/her know you're there to help if she/he wants you to.

### **Work With the School**

- If your child has any special needs, such as a learning disability, work with Caliber Schools as far in advance as possible to determine placement and to line up services.
- If your child has a history of struggling in school, work with the School Leader ahead of time to line up support, even if your child does not currently have an individualized education program.
- Check out the curriculum at your new school. If your child has not learned some of the material she/he is expected to know, make arrangements to fill in the gaps.
- Talk to your child about differences at the new school, such as a different schedule or classroom configuration.

### **Be Positive**

- Talk about all the things the new school has to offer such as computer coding and hands-on science.
- Remind your child often that new friends don't replace old ones. Make arrangements for your child to visit her old friends if possible. If your child is old enough, help her/him connect with friends online, under your supervision.
- If your child is reluctant about making new friends, consider counseling.
- Give your child time to adjust to the new school.

### **Get Involved**

- Join the parent organization.
- Make friends with other parents, but don't expect your child to automatically become friends with their children.
- Give yourself time. It can be hard, especially if the school leader has a different leadership style than at your child's former school or if your child is struggling academically or socially. Even if your child adjusts beautifully, you may still miss the old school.

Making the leap from one school to another is tough, even for an effervescent child who has always done well in school. If you have multiple kids or older children, or your kids have never switched schools before, the move can be downright hard. But it's important to focus on the good that is coming from the move. Let your family know that the change has the potential to be great for everybody.

## **IMPROVE LITERACY**

It's widely known that parents who are actively involved in their child's reading activities can significantly increase their child's literacy.

Here are eight simple strategies you can use to encourage good literacy in your young student, which can greatly help him become a more advanced and comprehensive reader.

- Model reading. Let your child see you read, often. Reading books, newspapers, directions, recipes, maps, etc. subtly reinforces the necessity of good reading in everyday life.
- When reading together, help him/her distinguish clearly between fiction and nonfiction.
- Before reading to him/her, take a “picture walk” through the book and have her predict what that page might be about.
- When reading to him/her, stop and ask questions to check comprehension.
- Help him/her visualize. After reading a story, ask him/her to close her eyes and make a picture in their mind about the best part of the story, or her favorite character, etc. Then let him/her describe that to you. This helps make reading more “three-dimensional.”
- Help him/her make a “self-to-text” connection. For example, if the story has a character that was brave you might ask him to tell you about a time that he felt brave. Then say, “So you really know how that character was feeling!”
- After reading a story together, ask him/her to think of a different ending for the story. This helps make the story more personal and memorable.
- Make a reading-to-writing connection. Have her use a notebook to keep a reading journal. On the top of a page have her write, or write for her, the name of the book, author, and date read. Then help him/her write a brief synopsis of the story. It’s always fun for a child to go back and see how much they have read!

## PARENT INVOLVEMENT IN SCHOOL

What if you could help your child enjoy school more, get better grades, and reduce behavior problems at the same time? Reams of research has shown that regardless of parents’ income and educational background, their involvement in education helps their kids do better in and out of school.

Parent involvement can be as simple as helping with math homework or reading a book together at bedtime. Going to parent-teacher conferences is important, but taking the family to the school spaghetti supper makes a difference, too. More involvement is better, but you don’t have to be president of the SSC or run the school carnival. As long as your actions show that you value education, your child is likely to respond.

Here are 5 reasons you should get involved in your child’s education (though there are many more than just these):

1. Higher grades. Kids whose parents are involved in their education get better grades and have higher test scores. And the more parents are involved, the more their children seem to benefit. A study of parents highly involved in the educational process showed that their children were more likely to improve in reading and math.
2. Better behavior. Kids develop better social skills and show improved behavior when their parents are involved at school. Studies have also shown that kids are less likely to skip school, less disruptive in class, and more likely to do their homework when their parents are involved. One study showed that when dads are highly involved in schools, their children enjoy school more and are less likely to be suspended, expelled, or required to repeat a grade.
3. Improved education. Research shows that parent involvement can help improve the quality of schools, raise teacher morale, and improve a school’s reputation in the community. Involved parents gain the respect of teachers; as a result, teachers have higher expectations of their children. Involvement pays off in the long term, too: Children stay in school longer and are more likely to continue their education after high school.
4. Increased confidence. When students feel supported at home and school, they develop more positive attitudes about school, have more self-confidence, and place a higher priority on academic achievement. Children of involved parents are more likely to feel that they’re accepted, included, and respected and at school.
5. Parents benefit, too. When parents become involved in their children’s education, they become more comfortable in the school building, gain confidence in their parenting skills, and feel more capable of helping their children learn. They’re also more likely to continue their own education.

Involvement is easy. You don’t have to log hundreds of volunteer hours for your child to benefit. Even if you can only volunteer a few hours a year, every little bit counts. If you’re ready to do more, the school office and parent-teacher group can help you find ways to get involved that fit both your schedule and your interests.

<http://www.schoolfamily.com/>; <http://www.parenting.org/>; Parents/Guardians and Students:

## ACCEPTABLE USE AGREEMENT

The Charter School believes that providing access to technology enhances the educational experience for students. However, student use of school computers, networks, and Internet services is a privilege, not a right. To make that experience successful for everyone, students must abide by the following terms and conditions:

1. **Security.** Students shall not impair the security of Charter School technology resources. Students are expected to:
  - a. Safeguard all personal passwords. Students should not share passwords with others and should change passwords frequently. Students are expected to notify an administrator immediately if they believe their student account has been compromised.
  - b. Access technology only with their account or with a shared account as directed by their teacher and not to allow others to use their account or to use the accounts of others, with or without the account owner's authorization.
2. **Authorized Use.** Students may use Charter School technology resources when directed by a teacher, when technology has been designated for open student use (e.g., computers in the library), and for other educational purposes.
3. **Protection Measures.** While the Charter School is able exercise reasonable control over content created and purchased by the Charter School, it has limited control over content accessed via the internet and no filtering system is 100% effective. Neither the Charter School nor its staff shall be responsible for the failure of any technology protection measures, violations of copyright restrictions, misuse, or user mistakes or negligence. The student and parent agree not to hold the Charter School or any Charter School staff responsible for the failure of any technology protection measures, violations of copyright restrictions, or user mistakes, misuse, or negligence. They also agree to indemnify and hold harmless the Charter School and Charter School personnel for any damages or costs incurred.
4. **Inappropriate Use.** Charter School technology, hardware, software and bandwidth are shared and limited resources and all users have an obligation to use those resources responsibly. Students are provided access to the Charter School technology primarily for educational purposes. Students shall not use Charter School technology or equipment for personal activities or for activities that violate school policy or local law. These include but are not limited to:
  - a. Playing games or online gaming other than with the permission of a teacher or authorized charter school staff person.
  - b. Downloading software, music, movies or other content in violation of licensing requirements, copyright or other intellectual property rights.
  - c. Installing software on Charter School equipment without the permission of a teacher or other authorized Charter School staff person.
  - d. Downloading, viewing or sharing inappropriate content, including pornographic, defamatory or otherwise offensive material.
  - e. Conducting any activity that is in violation of school policy, local, state or federal law.
  - f. Engaging in any activity that is harmful to other student(s), including the use of technology to harass, intimidate, bully or otherwise disrupt the educational process.
  - g. Participating in political activities.
  - h. Conducting for-profit business.
  - i. Using hacking tools on the network or intentionally introducing malicious code or viruses into the Charter School's network.
  - j. Using any software or proxy service to obscure either the student's IP address or the sites that the student visits.
  - k. Disabling, bypassing, or attempting to disable or bypass any system monitoring, filtering or other security measures.
  - l. Accessing or attempting to access material or systems on the network that the student is not authorized to access.
5. **No Expectation of Privacy.** Student acknowledges that computer equipment, Internet access networks, email accounts, and any other technology resources are owned by Charter School and provided to students for educational purposes. The Charter School may require staff to monitor and supervise all access to computer equipment, Internet access networks, and email accounts. To facilitate monitoring of activities, computer screens may be positioned so that they are visible to the staff member supervising the students. The Charter School reserves

the right to access stored computer records and communications, files, and other data stored on Charter School equipment or sent over Charter School networks. Such communications, files, and data are not private and may be accessed during routine system maintenance; during inspection of Charter School equipment at the end of the school year/term or agree to use period; and review of individual files or monitoring of individual activity when there is a reasonable suspicion that the student is engaging in an inappropriate use.

6. **Disruptive Activity.** Students should not intentionally interfere with the performance of the Charter School's network or intentionally damage any Charter School technology resources.
7. **Unauthorized Networks.** Students may not create unauthorized wireless networks to access the Charter School's network. This includes establishing wireless access points, wireless routers and open networks on personal devices.
8. **Consequences of Inappropriate Use.** Students who violate this Agreement will be subject to discipline which may include loss of access to Charter School technology resources and/or other appropriate disciplinary or legal action in accordance with applicable laws.
9. **Technology Systems/Equipment Care.** Students are not permitted to have food or drink near computers/other technology and must keep equipment and assigned areas free of vandalism.

After reading the Student Use of Technology Policy and the Acceptable Use Agreement, please complete this form to indicate that you agree with the terms and conditions provided. The signature of the parent/guardian are mandatory before access may be granted to the technologies available. This document, which incorporates the Use Procedure, reflects the entire agreement and understanding of all parties.

**As a user of Charter School technologies, I have read Student Use of Technology Policy and hereby agree to comply with it and the Acceptable Use Agreement.**

I understand that computer use is a privilege and not a right. I understand that if I violate this policy in any way, I will be subject to a referral and possible suspension. I understand that the parent or guardian of a minor student shall be liable for the replacement cost for property the Charter School loaned to the student that the student fails to return or that is willfully cut, defaced or otherwise damaged, up to an amount not to exceed ten thousand dollars (\$10,000), adjusted annually for inflation. When the minor and parent are unable to pay for the damages, the Charter School will provide a program of voluntary work for the minor in lieu of the payment of monetary damages. A student over the age of majority shall be liable for the same. (Ed. Code 48904).

Student Name (please print): \_\_\_\_\_ Grade: \_\_\_\_\_

Parent/Guardian Name (Please Print): \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Commitment to the Caliber: Beta Academy Contract**

*We commit to a partnership between teachers, families, and students to provide the best possible education for our students. In order to achieve our very ambitious goals, we must work together.*

### **Caliber: Beta Academy's Commitment**

1. **Personalized Learning Plan** – Caliber will work with each student and family to create a personalized learning plan based on Caliber's definition of the content and skills that are necessary to participate in competitive colleges, careers, and communities in accordance with "what it means to be an educated person in the 21st century" (this is discussed more fully in the school's Charter). Based on this plan, Caliber will offer students learning opportunities that will engage them and prepare them to demonstrate competency in a particular area.
2. **Curriculum** – Caliber: Beta Academy ("Caliber") will offer a college-preparatory Kindergarten thru Eighth-Grade curriculum in accordance with the approved Charter. Caliber will carefully prepare all curricular materials for each subject and grade level to determine what will be appropriately rigorous, engaging, and personalized for the student population. Caliber's curriculum will be aligned with the Common Core Standards and California standards. Caliber will use curricular materials that are determined to be successful based on current, relevant research and used in other high-performing urban schools. Curricular materials will be provide a grade-level and age-appropriate curriculum that provides the information to prepare all students to succeed in the 21<sup>st</sup> century.
3. **Instruction** – Caliber will provide at least the minimum number of instructional minutes of classroom instruction required under state law. Caliber teachers will use a combination of personalized, blended learning (for ELA and Math) and project-based learning (for other subjects). Instructors at Caliber use an approach that is both rigorous and flexible, and personalized yet social. Caliber teachers will rely on evidence to continually improve their teaching methods. Caliber will provide appropriate support for developing teachers' ability to plan with and implement the curriculum within the constraints of the CBA school model.
4. **Communication** – Teachers and administrators at Caliber will provide consistent means of communication between parents and teachers through email, online systems and annual parent-teacher conferences. Caliber teachers will provide regular reports on student progress and will be available to respond to parents' concerns.
5. **Visitation** – Caliber allows parents to volunteer at school functions and participate in their child's class. To volunteer with Caliber, parents must provide a valid photograph identification, a negative TB test (within the last 3 years) and pass a criminal background check (fingerprinting).

### **The Family's Commitment**

1. **Timeliness/Attendance** – I understand that every school day is important and that it is my responsibility to get my child to school every day on time and pick my child up on time. I will have a backup plan in case my normal mode of transportation is hindered in some way. If my child needs to miss school, I will contact the school. I will also make sure to not schedule appointments during school hours and I will try to not schedule family vacations during school time.
2. **Support & Homework** – I will always help my child in the best way I know how, and I will do whatever it takes for my child to learn. I will provide a quiet space for my child to study and I will check my child's homework every night. My child will complete his or her homework every day.
3. **Independent Reading** – I will insist that my child reads or is read to every night (including the weekend), and I will make sure the reading log is signed every day.
4. **Communication** – I will make myself available to my child and all of his/her teachers. I will return phone calls from school staff in a timely fashion. I understand that if my child is struggling academically or behaviorally, I may receive frequent phone calls from the school so that these behaviors can be addressed as soon as possible. If I am asked to attend a

meeting regarding my child's education or behavior, I will be there. I will read all newsletters and papers sent home by the school, and I will return all necessary information immediately. I understand that maintaining a positive, calm working relationship with school employees at all times is best for my child. We will assume best intentions and will avoid jumping to conclusions.

5. **Uniform** – I will send my child to school every day in a clean uniform.

6. **Caliber Schools Pillars & Values** – I understand CBA's pillars & values, and I will make sure that my child learns them. I also understand that my child may have consequences if there was harm done to an individual or classroom community. I will support the school in its Restorative Practices by being present at meetings that are requested.

7. **Parental Involvement** – I will try to the very best of my ability to attend all required events.

8. **Special Learning Needs** – If my child has an Individual Education Plan (IEP) or has had an IEP, I understand that it is required that I meet with the program specialist in the first 30 days of school, so that my child can begin his/her school year with all the needed services recommended on the IEP. I understand that a failure to provide new or updated information to Caliber Schools could result in a delay in my child receiving his or her services and may impact my child's progress in school.

9. **Promotion** – I will play an active role in working with my child and his or her teacher to ensure his or her promotion. I understand that my child's promotion to the next grade is not guaranteed each year.

10. **Instructional & Social Emotional Learning Program** – I will do my best to support the educational and Social Emotional Learning program of the school and the policies spelled out in the Family Handbook. I understand that my child will receive small group, whole group, and supplemental instruction and, at times, have projects or presentations that he or she may need to complete at home.

### **The Student's Commitment**

1. **My Best Effort** – I understand that my education is important, and I will always work, think, and behave in the best way I know how and do whatever it takes for my fellow students and me to learn. I will be brave and take on challenges as they come. I will set goals for myself and strive to reach these goals.

2. **Attendance and Timeliness** – I will come to school every day on time.

3. **Uniform** – I will wear my uniform properly every day and follow the school dress code. I understand that I will not be allowed to attend class unless my uniform is on correctly.

4. **Homework** – I will complete all of my homework and reading every night. I will not offer excuses. I will seek the help I need to complete all my homework in a top-quality manner.

5. **Communication** – I will raise my hand to ask for help if I do not understand something. I will make myself available to my teachers and parents about any concerns they might have.

6. **Responsibility** – If I make a mistake, I will tell the truth and accept responsibility for my actions.

7. **Caliber Schools Pillars & Values** – Each day, I will live our Pillars: HEART, SMART, THINK, ACT. I will learn and practice our school values. I will follow all expectations so that our school is safe and to make sure that everyone has a chance to learn.

Student Name: \_\_\_\_\_ Student Signature: \_\_\_\_\_

Guardian Name: \_\_\_\_\_

Guardian Signature: \_\_\_\_\_

School Official Signature: \_\_\_\_\_

## Social Emotional Learning Consent Form

In order to learn more about our students' needs, Caliber Schools will be taking part in a national research-practice collaborative that will help inform how to best support students in our school. We will be administering a survey in which teachers will be reporting on students' social and emotional competencies. The teacher will be making observations and reporting on:

- Self-Awareness
- Self-Efficacy
- Growth Mindset
- Self-Regulation
- Perseverance
- Curiosity
- Social Awareness
- Social Competence

This survey is strictly for the purpose of gathering data. This means, this will not affect your student's grade or performance at school. Teachers will respond to statements like "Finished whatever he/she began" by using a scale that ranges from "Never True" to "Always True." It will give us valuable information and data about how to continue strengthening the support of our students' social-emotional development, as that is one of our school priorities.

Please fill out the information below and return the front office via your classroom teacher, so that your student can participate in the survey.

If you wish for your student's teacher to take part in this study (on behalf of your child), please fill out the information below and return to your classroom teacher.

- *I do want my student to participate in the survey.*
- *I do NOT want my student to participate in the survey.*

Student Name: \_\_\_\_\_

School Name: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Grade: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

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





## **Appendix F-2: 2018-19 Caliber: Beta Academy Comprehensive School Safety Plan**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

**Caliber: Beta Academy**

PO Box 5282  
Richmond, CA 94805  
[www.caliberschools.org](http://www.caliberschools.org)  
Ashlee Gutierrez and Andrew Grossman  
School Leaders

**2018-2019**  
**Comprehensive School Safety Plan**  
**(Education Code Section 32280-32288)**

Last Revised: August, 2018

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## Introduction

The Caliber Beta Academy (“Caliber, “CBA,” or Charter School”) **Comprehensive School Safety Plan** brings together all of the elements of school safety to help meet our goal of providing a safe environment, both physical and social/emotional, that is conducive to learning.

## Site Safety Committee

The Caliber School Site Safety Committee (SSC) shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization, one parent/guardian whose child attends the school, one classified employee who is a representative of the recognized classified employee organization, other members if desired. (Ed Code 32281(b))

### Site Responsibilities:

1. Establish:
  - Site Safety Committee
  - Student Study Team
2. Update your site map including evacuation routes
3. Create a Comprehensive School Safety Plan including:
  - Strategies for improving school safety/climate: goals, data, timeline, evaluation
  - Fire Earthquake Drill Schedule – Once per month at the elementary and middle school level, and two times per year at the high school
  - Lockdown Drill – Twice per year (once a semester)
4. Update the templates in this section of the plan to reflect current areas of responsibilities at your site: (1) Incident Command Team, (2) Goals, Strategies and Activities for School Climate and Physical Environment
5. Submit your Site Safety Plan to the Caliber Schools Board for approval.
6. Completed plans must be submitted and approved no later than March 1 yearly .

### Site Safety Committee Members:

#### **Principal or Designee**

Ashlee Gutierrez and Andrew Grossman

#### **Teacher**

Molly Moloney

#### **Classified Employee**

Frances Lizarde

#### **Parent Representative**

Marjorie Mendez

## Annual Safety Goals

### **GOAL 1:**

Implementation of Restorative Justice (RJ) to cultivate a culture of compassion, empathy, and care among children and adults.

#### **Strategy 1.1:**

Train all staff on Tier 1 RJ and provide on-going training with support of Assistant Principal.

#### **Strategy 1.2:**

Integrate circles and Restorative Questions into all classrooms and with afterschool staff to address student conflict.

#### **Base Line Data Discussion:**

No baseline data

#### **Collection of data:**

Student office referrals, attendance, school culture survey, CHKS data

### **Data Analysis and Goal2**

#### **GOAL 1:**

Begin training and integration of PBIS to work in concert with Restorative Justice to support a positive school culture.

#### **Strategy 1.1:**

Train team on PBIS and monitor initial implementation.

#### **Strategy 1.2:**

Agree on school wide PBIS based school expectations to be integrated into all areas of school life.

#### **Base Line Data Discussion:**

The school does not currently have a standard behavior management system.

#### **Collection of data:**

Student office referrals, attendance, school culture survey, CHKS data, teacher report

## Child Abuse Policy and Procedures

### **Sexual Abuse (Child assaulted on or near school property):**

- Accompany victim to safe place at school and remain with her/him
- Protect evidence of sexual assault
- Notify Child Protective Services (CPS), and Police without delay
- Notify Police and school nurse or appropriate staff immediately

### **Sexual Abuse (Suspicion of past sexual incidents):**

- Notify CPS and describe evidence
- Notify district police and school nurse or appropriate staff immediately. (Staff should not treat unless the victim's life is threatened)
- Leave notification of family to CPS or the Police

### **Do not Destroy Evidence of Sexual Abuse:**

- Do not wash clothes or victim's body or underwear.
- Do not have victim undress.

- Do not allow victim to wash or wipe body
- Do not wipe away dirt, semen or dried blood
- Stay with the victim and reassure her/him of safety

**Suspected Physical Abuse or Severe/General Neglect:**

- Notify appropriate staff and CPS immediately.
- Notify CPS and describe evidence. CPS will advise you of next steps. Follow their directions.
- Notify immediate director/supervisor
- CPS Crisis Line (877) 881-1116

***Remember: Caliber teachers, instructional aides, school employees, and school administrators are all mandated reporters. Failure to report a suspected incident of child abuse, within 36 hours can result in criminal prosecution. Protect the victim and protect yourself.***

### **Suspension & Expulsion/Due Process**

The Caliber Board has adopted a suspension and expulsion policy which is outlined within the School's Charter and Board Policy No. 5. This Policy is available at the main office upon request.

### **Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy**

The Caliber Board has adopted Title IX, Harassment, Intimidation, Discrimination, and Bullying Policy which is outlined within Board Policy No. 2. This Policy is available at the main office upon request.

### **Dress and Grooming Policy**

The School believes that appropriate dress and grooming contribute to a productive learning environment. The School expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the School activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

The School seeks to provide educational experiences which assure that students are academically prepared, that they accept civic and social responsibilities and that they are qualified for future entry into the work place. The clothing and accessories worn by students and staff should reflect the serious goals of an academic environment.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year within the Family Handbook under the heading "Uniform Policy." A student who violates these standards shall be subject to appropriate disciplinary action.

### **Gang-Related Apparel**

All students and staff of public primary, elementary, junior high and senior high schools have a right to attend campuses which are safe, secure and peaceful. Where

there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities, the Board authorizes the principal, staff and parents/guardians at the school to establish a reasonable dress code that prohibits students from wearing gang-related apparel.

Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

### Teacher Notification of Dangerous Students

The School Leader or designee shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom. When violence is directed against an employee by any individual and the employee notifies the School Leader or designee, the School Leader or designee shall take steps to ensure that appropriate legal measures are instituted. When the employee notifies the School Leader or designee of a threat of bodily harm, Caliber shall take appropriate measures to enable the employee to request assistance if a threat occurs on school grounds.

The School Leader or designee shall ensure that employees are trained in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques and crisis resolution. The Charter School requires its employees to take immediate action upon being made aware that any person is in possession of an injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

1. Confiscate the object and deliver it to the principal immediately.
2. Immediately notify the school leader, who shall take appropriate action.
3. Immediately notify the local law enforcement agency and the school leader.

When informing the School Leader about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure. *Pursuant to Education Code section 49334, school employees who notify law enforcement regarding students or adults who are in possession of injurious objects while on school grounds or under the jurisdiction of school personnel are immune from prosecution.*

### School Site Emergency Supplies

PURPOSE: every classroom should have an emergency roll kit. The equipment provided should only be used **in the event of a disaster emergency**, do not open the sealed box inside the kit. The contents are adequate to *sustain* a classroom of 25 students until more help arrives. CONTENTS INCLUDE:

- 60 Individually Wrapped Water Packets.



- 2 - 2400 Calorie Food Bars - these items have a five-year shelf life.
- Users are instructed not to distribute food or water for the first 6-8 hours unless medically necessary. Water may also be used for first aid purposes.
- Basic First Aid Kit General supplies are provided with a First Aid Guidebook.
- 6-Mylar Blankets – (1) blanket is included in the Sanitation Kit to be used as a privacy screen. (5) separately packed 52" x 84" blanket – use for first aid, to cover broken windows, slow smoke or dust seeping through air vents, or group students together to provide warmth.
- Two 10-Hour Light Sticks In the event of a power outage or if students are entrapped through the night, the light sticks will provide enough light for the teacher in charge to keep the group secure.
- One Sanitation Kit including:
  - 6-Trash Bag Liners
  - 1-Bio-Hazard Bag
  - 6-Cleansing Wipes
- Packet of Fluid Solidifier -this packet is wrapped individually and contains instructions.
- One collapsible toilet, sturdy enough to support 250 pounds. Teachers may not have restroom facilities available. This unit is equipped with a toilet and should be assembled in the event of long term entrapments or lockdowns. Complete instructions are provided.

## Emergency Disaster Procedures and Drills

### Earthquake Procedures

#### **In the classroom or office**

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground. You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position. You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

#### **Earthquake procedures in other parts of the building**

At the first indication of ground movement, you should DROP to the ground. Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

### **Earthquake procedures while outside**

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not re-enter buildings until it is determined safe to do so.

While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris.

### **Fire Procedures**

- Evacuate the buildings immediately for any fire or suspected fire.
- Sound alarm if it has not already been done.
- **Call 9-1-1**, identify problem, school building address and location of fire (if known).
- Never attempt to fight a fire larger than a wastebasket size. Even a small fire can generate enough smoke to cause serious injury. Never attempt to fight a fire by yourself. Call for help. Always stay between the fire and the exit.

Fire Extinguisher Instructions:

P - Pull safety pin from the handle A Aim at the base of the fire

S - Squeeze the trigger handle

S - Sweep from side to side

If your clothes (or someone else's) catch fire, STOP, DROP AND ROLL!

Upon arrival, the Fire Department will assume command.

Principal will be accountable for teachers and school district staff. Teachers will be accountable for students.

Notify State Administrator's Office of incident.

### **Emergency Lockdown**

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert of potential danger. The Shelter-In-Place alert shall be given by the District.

**The announcement will be: "MR. BETA, PLEASE COME TO THE PRINCIPAL'S OFFICE!" messenger must be sent to outdoor spaces. Upon hearing this announcement, the following steps must be implemented:**

- Teachers should quickly check halls and get students into classrooms.
- Lock doors, close blinds.
- Teachers will keep all students in the classroom until an all clear has been sounded.
- Teachers will maintain (as best they can) a calm atmosphere in the classroom, keeping alert to emotional needs of students.
- Staff without students will report to the office for instruction or as otherwise directed.
- Operations Manager will operate the phones and radio. Other clerical staff will deliver messages as needed and work with School Leader and Richmond Police Department.
- Staff will not evacuate or leave their assigned area unless authorized by School Leader or Police Services.
- When the emergency is over, a coded "all clear" will be announced.
- The Crisis Response Team will meet to determine needs of school.
- Each staff member will document exactly what occurred in their area of responsibility. This will be done as soon as possible.

### **Shelter-in-Place**

When instructed or when an alerting system triggers to shelter-in-place, please:

- **SHELTER.** Go inside the nearest building or classroom and remain there. You are looking for enclosed protection from the outside.
  - Students should also be advised to do the following when possible:
  - Select rooms on higher floor levels and avoid basements.
  - Select an internal room or a room with as few windows as possible.
  - Choose a room with bathroom facilities and water. You may need to shelter in place for an extended period of time.
- **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible. Close curtains and then stay away from the windows.
- **LISTEN.** Remain quiet to hear critical instructions from school officials.

### **Drill Schedules & Report**

**2018-2019**

#### **Fire Drill Schedule**

Caliber: Beta Academy

The school leader shall hold fire drills at least once a month at the elementary level and 4x at the middle school level

**MONTH**                      **TIME\***

**\*Date and Time subject to change within week depending on testing/other events on campus**

**September**

09/03/2018	9:45 AM – with middle school
<b>October</b>	
10/16/2018	11:15 AM
<b>November</b>	
11/24/2018	2:15 PM
<b>December</b>	
12/09/2018	9:45 AM - with middle school
<b>January</b>	
01/15/2019	8:45 AM
<b>February</b>	
02/12/2019	12:45 PM -with middle school
<b>March</b>	
03/18/2019	11:15 AM
<b>April</b>	
04/28/2019	2:15 PM
<b>May</b>	
05/15/2019	10:00 AM - with middle school
<b>June</b>	
06/03/2019	12:45 PM

## **2018-2019**

### **Earthquake Drill Schedule**

#### **MONTH**

#### **DATE TIME\***

**\*Date and Time subject to change within week depending on testing/other events on campus**

#### **September**

09/03/2018 9:45 AM

#### **November**

11/24/2018 2:15 PM

#### **January**

01/15/2019 8:45 AM

#### **March**

03/18/2019 11:15 AM

#### **May**

05/16/2019 10:00 AM

## **2018-2019**

### **Lockdown Drill Schedule**

The principal shall hold two lockdown drills every school year at elementary, middle and high school level.

#### **SEMESTER DATE**

#### **Fall**

10/29/2018 9:45 AM

**Spring**

03/09/2019

2:00 PM

**Emergency Drill Report**

**School Name: Caliber: Beta Academy**

**Drill Date:**

**Type of Drill**

**Time Duration**

**Number of Persons Evacuated**

**Number of Staff Supervising Drill**

Earthquake

Fire

Lockdown

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Emergency Contact Information**

**EMERGENCY TELEPHONE NUMBER DIRECTORY**

***(A) Law Enforcement***

*Richmond Police Department*

510.233.1214

*El Cerrito Police Department*

510.215.4400

***EMERGENCY***

***9-1-1***

Cell Phone: 510-233-1214

***NON-EMERGENCY***

*City of Richmond*

510-233-1214

*City of El Cerrito*

(510) 215-4400

***(B) Non Emergency Fire/Paramedics***

*City of Richmond*

510-307-8031

***(C)Local Hospitals***

*Doctor's Hospital San Pablo*

(510) 970-5000

*Kaiser Richmond*

(510) 307-1500

***(D)Poison Control***

Contra Costa County

**1-800-222-1222**

**Procedures for Safe Ingress and Egress**

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

**A. Plan for people with disabilities:**

There are currently 17 students and/or staff with a range of disabilities. Most are capable of evacuating the building with no assistance. One student needs support. He is a 4th<sup>th</sup> grader and has a 1:1 aide.

**B. Training staff to assist individuals with disabilities**

Name: Alyssa Wheeler Title: Special Education Coordinator

Name: TBD Title: Special Education Aide

**C. Evacuation**

The School has identified the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency:

**On-Campus Evacuation/Assembly Location**

Schoolyard on campus

**Off-Campus Evacuation/Assembly Location**

Kennedy Baseball Field

NOTE: In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site. Follow the "Shelter-in-Place" procedures.

#### **D. Emergency Student Release Procedures**

1. The Caliber school network will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.
3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.
5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whom the student is being released and address or destination.

***If the emergency situation does not extend beyond normal school hours, students will be released as usual at the end of the school day.***

#### **Emergency Checklists**

##### **Emergency Evacuation: Principal's checklist**

- Determine appropriate evacuation areas that have been pre-designated.
- Activate alarm/PA system or send message runner.
- Telephone emergency service personnel:
  - **9-911**
  - **Network Office**
  - **Utilities**

##### **Activate key personnel to:**

- Attend to the injured.
- Assure complete evacuation and student/staff are accounted for.
- Ensure special needs students are evacuated accordingly.
- Secure school for specific emergency.
- Clear road/fire lanes for emergency vehicles (pre-assigned).
- Assure that injured students/staff are reported to medical services for care and transportation to hospital/emergency medical center.
- Be contact person for emergency services, District, utility and/or news media personnel and provide needed aid (pre-assigned).

- Direct employees to aid those from the emergency services, District, utilities and other authorities. Avoid entering damaged areas unless specifically asked.
- Assure the facility is thoroughly inspected by the custodian, fire officials and District Operation personnel before re-entry is allowed.
- Seek Superintendent or designee/Assistant Superintendents approval for school closure if damage cannot be immediately restored or repaired.
- If possible, have students/staff re-enter parts of the school that are declared safe.
- Make sure all students/staff are accounted for once outside.

#### **Emergency Evacuation: Employees checklist**

- Upon emergency alert, secure work area as advised and depart/report to assigned area.
- Perform duties as pre-assigned by the School Leader in cooperation with emergency services personnel.
- DO NOT re-enter the building without permission or request of emergency service authorities.
- Remain in the general assembly areas and calm students if not assigned another duty.
- If dismissed, inform School Leader of departure.
- When signaled to re-enter safe areas of the school, quickly do so.
- Upon safe re-entry, report anything amiss to the School Leader.

#### **Emergency Evacuation: Teachers checklist**

- Upon alert, assemble students for evacuation using designated routes and account for all students
- Secure room as advised
- Upon arrival at the assembly area, account for all students.
- Secure medical treatment for injured students.
- Report any students missing or left behind because of serious injuries.
- Stay with and calm students.
- If closure is ordered with no re-entry, when advised, release walkers and car/passengers (unless drivers are needed to evacuate students from the site) accounting for those who have left. Stay with bus riders until buses arrive.
- If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- Check room and report anything amiss to the School Leader.
- Debrief students to calm fears about the evacuation.

#### **If it is necessary to evacuate to another school or relief center, the School Leader will:**

- Contact the network office.



- Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

### School Site Chain-of-Command Organization Chart

#### **Caliber: Beta Academy**

<b>Role</b>	<b>Assigned Staff Member</b>
<b>Incident Commander/PIO/Liaison</b>	<b>Ashlee Gutierrez</b>
<b>Operations</b>	<b>Frances Lizarde</b>
<b>Logistics</b>	<b>Andrew Grossman</b>
<b>Planning Intelligence</b>	<b>Andrew Grossman</b>
<b>Finance &amp; Administration</b>	<b>Markus Mullarkey</b>
First Aid Team Leader	Sarah Bly
Search & Rescue Team Leader	Jeffrey Pltts
Food/Water/Supplies Leader	Aydee Sanchez-Velez
Transportation Team Leader	Mireya Sanchez
Damage Assessment Team Leader	Markus Mullarkey
Student Supervision Team Leader	Michelle Cardenas
Student Release Team Leader	Andy Grossman
Social Emotional Counselor	Gabriela Toruno
Site Safety & Security Leader	Ashlee Gutierrez
Situation Status Leader	Ashlee Gutierrez
Cost, & Time Team Leader	Chayla Gibson
Communications Team Leader	Frances Lizarde
Documentation Team Leader	Patsy Jimenez

**After School Coordinator: Kim Lewis**

**Phone #:** (510) 685-9436

**Hours: After school to 6pm daily**

#### **Caliber Emergency/Crisis Response Notification Protocol**

Examples:

- Student Death
- Staff Death
- Health Crisis
- Violent Death Close to Campus
- Lockdown Incident
- Major Theft
- Act of Violence
- Missing Child
- Weapons on campus

### **Incident Occurs at School Site**

Site Administrator completes Incident Report and faxes to:

- Network Office
- Board (if appropriate)

Site Administrator calls 911 (if appropriate)

Summary of Incident and/or parent letter distributed as needed. Parent communication must go through the network office for approval.

### **Emergency Response Protocol**

#### **Before a Disaster**

Prepare For What Will Happen

1. Not only do breakable things break, the broken pieces and other objects fly off walls and shelves. So, during the shaking move away from windows, mirrors, shelves, and bookcases. Watch out for pictures flying off walls, and loose objects from the top of file cabinets. Cabinet doors may open and stored items spill out; bookcases may topple over if not anchored to a wall or the floor.
2. Large, heavy furniture gets moved. This means file cabinets, desks, televisions, couches, beds and other items you may not be able to move by yourself will shift position by a foot or more. Out-of-position furniture may actually block the pathway out of your office or residence.
3. Many offices have acoustical tile ceilings, and a major quake may shake some out of the ceiling. Fortunately, tiles are not very heavy when they fall. But usually a lot of dust has accumulated above the tiles and this dust will come down as well.
4. Telephone service may be interrupted.
5. Electricity may be lost. This means no lights, air conditioning, electric heating, and elevators. Refrigerators and electric stoves will not work and you may have no hot water. Also, because of lost water pressure toilets may not flush. Without electricity you cannot run mechanical breathing aids; you will not be able to recharge a power wheelchair. Only battery operated clocks, radios, televisions, and other appliances will help you. **AT WORK AND AT HOME -KEEP A FLASHLIGHT, BATTERY OPERATED RADIO AND FRESH BATTERIES HANDY.**
6. A fire is much more possible than under normal conditions. In or near any building or residence, there may be a ruptured gas line, torn electrical wiring, or spilled flammable fluids. **AT HOME, HAVE A FIRE EXTINGUISHER HANDY. AT WORK, KNOW WHERE THE NEAREST TWO EXTINGUISHERS ARE LOCATED. KNOW HOW TO DIRECT SOMEONE TO TURN OFF YOUR GAS IF YOU CANNOT DO SO YOURSELF.**
7. Don't expect help from fire and police personnel for at least 72 hours: they will be busy with the most crucial situations. Some emergency shelters are up and running within hours of a major disaster; others take two or three days to become operational. **BE MENTALLY PREPARED TO RELY ON YOUR OWN RESOURCES AND THE HELP OF NEIGHBORS AND WORK COLLEAGUES DURING THE FIRST 72 HOURS AFTER A MAJOR EARTHQUAKE.**

8. It can take up to three days for emergency water to get to your area. Every person should store at least 3 gallons, and more for those people who need extra water. And still more if you have a service animal. It is best to store filtered water because it will stay fresher during a long storage. (Replace the water every few months.)
9. In the days following a major quake, many people find themselves easily distracted, strangely absent-minded, and occasionally losing track of keys, phone numbers, and other things. If you experience this, don't worry greatly; it is a normal reaction to the stress of a being in a major disaster.
10. It may take several days before order is restored and you can replace even the simplest disability related items like hearing-aid batteries and prescription medications. Keep spares and backup supplies at home or at school.

### **During the Earthquake**

1. Evacuation plans must provide for problems involved in students with mobility, visual and hearing impairments. Special evacuation transportation provisions may be necessary - both from the school building to the assembly area(s) and away from the school area. And plans must also address assistance that will be provided to mentally retarded students during and after the earthquake.
2. Special needs students should have a back-up supply of vital medication, equipment or supplies with them, at school or enroute. Those students or their teachers should be prepared to bring the extra medication or supplies if evacuation from the school premises is ordered.
3. Parents or guardians of these students should be consulted concerning care considerations if the student is isolated at school for both a short term or long term basis.
4. These students should have in their possession an individual emergency card describing their special needs. The cards should list information such as; disability, medications and their application frequencies, mobility constraints, attendant needs allergies, primary physician, etc.
5. Any power requirements for special sustaining equipment, if normal power is off for a long period of time, should be considered.
6. Special Needs Teachers and Aids should be kept with their students.
7. Allow for individual self-sufficiency of these students as much as possible by getting them involved in preparedness and response activities. Include in response planning obvious ways in which special needs students can assist others in response to disastrous conditions -include them in your drill. As an example, in the dark (due to power loss and no outside light), sighted people could depend on the blind students to navigate through debris laden evacuation routes. Blind people are experienced at being placed in new, unfamiliar environments and finding their way.
8. Also communicate preparedness and response information and instructions (according to need) to these students with braille, audio cassette, visual aids, large print, etc. Don't let them out of the process.
9. Alarm systems for fire, etc. will benefit most people if they incorporate both audible and visual elements. The hearing impaired and deaf students would be best alerted by flashing light alarms.
10. Emergency back-up lighting systems, especially in stairwells and other dark

areas would benefit those students with limited visual acuity.

11. Students with hypertension, dyslexia or learning disabilities will have difficulty reading complicated directions for evacuation or response plans. Simple diagrams or pictures will give non-reading or overstressed students sufficient information to get to safety.

12. Hearing impaired students should practice some basic hand signals with the teachers and other students for emergency communication.

#### **Safety for Special Needs Populations**

13. Mobility impaired students should practice moving their wheel chairs into designated safe areas, locking their wheels and covering their heads with a book or with their arms or hands.

14. Partnerships should be established between the able bodied and special needs students. The able bodied partners should be prepared (and practice during drills) to assist the special need student.

15. Rescue teams should be made aware of the best way to rescue special needs students. As an example, mobility impaired students should be allowed to instruct rescue team members on the best way to move them from the hazardous area. The fireman's carry may be dangerous to someone with respiratory problems.

16. Special response provisions may have to be made for ensuring duck and cover protection for these students. Barriers to earthquake safety are highly individual for them and accommodation plans may have to fit the requirements. The guidance provided by this document should be modified to fit each special situation of each special needs student. NOTE: ANY SPECIAL RESPONSE PROCEDURE MUST BE TESTED DURING EARTHQUAKE DRILLS.

17. Visually impaired or blind students should have an extra cane at school even if they have a Seeing Eye dog. They should be informed of alternate evacuation routes.

#### **After the Earthquake**

Special needs students or able-bodied partners should implement special duck and cover actions. An example; mobility impaired students should know how (through practice) lock wheel chair wheels and cover head with book, arms or hands.

1. Hearing impaired or deaf students need face-to-face contact in order to read lips. Writing on a note pad is only practical if there is enough light to see.

2. During evacuation from classroom, sight impaired or blind students need to be informed about obstacles that may be in their paths and require verbal or physical guidance through hazardous areas.

3. In total darkness, sight impaired or blind students may be more capable of guiding sighted students and staff.

4. For mobility impaired students, evacuation by themselves may be extremely difficult or impossible because of obstacles in their paths or because electric dependent machines are not functioning (i.e., elevator). Special preplanned assistance must be provided.

5. Any special medications, supplies and equipment for the special needs students must be transported with them during evacuation.

6. If evacuation from school area is called for, utilize special transportation arrangements.

7. Re-establish special power requirements for the equipment of special needs students as soon as possible.

### **Training for Rescue Service During an Emergency**

Rescue of special needs students should be accomplished utilizing special techniques as practiced.

1. Train personnel to regard a disabled person as the best expert in his or her disability and to ask a disabled person for advice before lifting or moving that person.
2. Train personnel to take extra time when communicating with people who are deaf, hearing impaired, or speech impaired.
3. Train personnel to never separate a disabled person from his or her assistive aids: wheelchairs, canes, hearing aids, medications, special diet food, urinary supplies, etc. Also, a service animal, usually a dog, is an assistive aid used by some blind, deaf and mobility-impaired people.
4. Train personnel to realize that a disabled person's equipment may not be working after a disaster occurs, or it may be insufficient for emergency circumstances.
5. Train personnel to realize that a disaster may temporarily confuse service animals and they may not be able to help their owners as effectively as before the disaster.
6. Train rescue workers to know that some individuals with emotional and developmental disabilities may be too unsettled to respond appropriately to instructions and directions, such as a public address announcement to evacuate a building. Some disabled individuals may need to be in a quiet place for a while to regain their composure; others may even try to hide from rescue workers.
7. Train personnel to realize that some individuals with significant mental or learning disabilities might not understand the significance of "Keep Out" signs and barricade tape.

### **Evacuating Wheelchair Users**

#### **All Wheelchair Users**

1. Discuss with the user of the wheelchair how to lift the user and the wheelchair either together or separately. When circumstances necessitate separating the user and the wheelchair, keep the period of separation to a minimum.
2. Some parts of a wheelchair are safe to lift from, others will come off when lifted. Always ask the user to confirm where it is safe to lift. Also, ask the user what else about his or her wheelchair you should know in order to lift it safely.
3. Wheelchairs with four wheels (not three-wheeled scooters) usually have handbrakes on each side of the chair. When the wheelchair is to remain stationary, set both brakes.

#### **Manual (non-motorized) Wheelchairs**

1. Manual chairs weigh between 20 and 60 pounds. Two people are required to lift a manual wheelchair when occupied by the user.
2. Generally, the best way to lift the chair and user together is to position one helper behind the chair and the other helper in front. The helper behind the wheelchair tips

it backwards to a balance angle that is tolerable to the user. The other helper grasps the front of the wheelchair and guides its movement. The two helpers lower or raise the wheelchair one step at a time, making sure both rear tires hit step edges evenly.

### **Motorized Wheelchairs**

1. Motorized wheelchairs can weigh up to 100 pounds (un-occupied), and may be longer and heavier to push than manual wheelchairs. Some motorized chairs have additional electrical equipment such as a respirator or a communications device.
2. Lifting a motorized chair and user up or down stairs requires two to four helpers. Before lifting, discuss with the user if some heavy parts of the chair can be detached temporarily, how to position the helpers, where they should grab hold, and at what if any angle to tip the chair backward. Turn the chair's power off before lifting the chair.
3. If the chair's power drive is temporarily detached, the chair becomes "free wheeling". Helpers must realize they are entirely responsible for the safety of the user since the user of a motorized wheelchair generally lacks the arm function to control the chair's movement.
4. When more than one flight of stairs is traversed, helpers may need to switch positions since one person may be doing most of the lifting. Switch positions only on a level landing.
5. When the lifting is complete, follow the instructions of the chair's user and restore the manual or motorized wheelchair to full operation; then direct the user to a safe area.



## **Appendix 6-1: Beta Academy Forecast Narrative**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024



## Beta Academy Forecast Narrative

### Overview

When Caliber Schools (“Caliber”) submitted its establishment charter petition to open Caliber: Beta Academy (“Beta,” or the “Charter School”), the organization committed to operate the Charter School in a fiscally sound manner. Over the past 4+ years, Caliber has fulfilled that commitment, having accomplished the following important fiscal objectives:

- Beta’s financial results since opening in the fall of 2014 have exceeded the forecast that was originally applied in the Charter School’s establishment charter petition as a result of stronger enrollment and growth, stronger rates of per pupil public funding (most notably LCFF funding), and strong philanthropic funding support, which was deliberately excluded from the establishment charter petition forecast.
- Each year, Beta has operated at an overall surplus, and has built up a modest, positive fund balance and cash reserve. As of the end of the 2017-18 fiscal year, the fund balance was approximately \$1.9 million, of which, approximately \$1.1 million was cash on hand. The latter is equivalent to roughly 1.5 months of operating expenses.
- Each year the Charter School has budgeted its enrollment, attendance, and revenues at a conservative level, and each year the actual results have exceeded the initial revenue estimates.
- Caliber Schools has successfully completed three fiscal audits with no material findings related to the operations or finances of Beta or any other part of Caliber. Our fourth fiscal audit will be completed this fall and will be submitted before the annual deadline in December.
- The Charter School has consistently filed all budget, attendance, SELPA, and other fiscal reports accurately and on a timely basis.
- The Charter School has remained in good standing with both its authorizer and its SELPA on a consistent basis since it was authorized.

The Charter School and Caliber have also developed and consistently maintain prudent fiscal and risk management practices to ensure that the Charter School remains on solid footing in the event of unexpected circumstances:

- Caliber has consistently maintained all required insurance coverages (e.g., general liability, property, student accident, etc.), and has put in place policy limits that exceed the norm for an organization of Caliber’s size and tenure.
- Caliber has secured a \$1.2 million working capital line of credit with Heritage Bank of Commerce that would be available in the event of any delays in public revenue apportionments or other unexpected financial difficulties.
- In addition to the \$1.1 million Beta cash balance noted above, the Caliber Schools central office had an additional cash balance of approximately \$2.5 million as of the end of the 2017-18 fiscal

year. This additional cash balance has been raised from philanthropic donors over the organization's history, is unrestricted, and would be available to support the Charter School in the future if needed.

The financial forecast that the Charter School is providing in conjunction with the charter renewal petition is consistent with the budgetary and fiscal management practices the Charter School has employed in the past. The revenue forecast is based on realistic and conservative assumptions about enrollment, attendance, and funding levels and the expense forecast is based on reasonable expectations of staffing, other expenditures, and inflation. As a result, Caliber has a high level of confidence that it will be able to operate the Charter School as planned for the next five years and beyond.

## **Enrollment & ADA**

The Charter School currently serves 806 students in grades K-8. The enrollment and ADA summaries in Appendix 6-2 indicate the number of students in each grade at the current time, as well as the forecasted enrollment and ADA over the next three years.

As is indicated in the summary, the Charter School anticipates a slight increase in enrollment over the next two years as Beta's current, half-full cohort of 8<sup>th</sup> graders graduate and the full lower grades matriculate to the next higher grade level. As that growth will happen naturally, the Charter School does not anticipate a need to attract a significant number of new students in any grade other than Kindergarten, where the Charter School has had a consistent track record of being oversubscribed by a wide margin.<sup>17</sup>

The Charter School has built its ADA and revenue forecasts under more conservative assumptions of student attrition and attendance than it has experienced in the past. In past years, the Charter School's ratio of ADA to enrollment (inclusive of attrition as well as absences) has ranged from 92%-94%, but the financial forecast for 2018-19 and beyond is based on the more conservative assumption of a ~90% ratio. As a result, the Charter School believes it will exceed the ADA projections in the forecast by a modest margin.

## **Demographics**

### **Free and Reduced-Price Meals ("FRPM")**

The Charter School has consistently served a higher proportion of economically disadvantaged students than the West Contra Costa Unified School District ("WCCUSD" or the "District") average and it anticipates

<sup>17</sup> In each of the past four years, the number of applicants for Beta Academy's roughly 100 available Kindergarten seats has significantly exceeded what the school has been able to accept, leading to a large waitlist. For the current school year, for example, the Charter School received 307 Kindergarten applicants for the 100 spots that were available.

that it will continue to do so. The Charter School’s FRPM percentage was 79% in 2017-18.<sup>18</sup> The forecast model assumes it will be comparable going forward.

## English Learners (“ELs”)

The Charter School has consistently served a higher proportion of English Learners than the District average and it anticipates that it will continue to do so. The Charter School’s EL percentage was 30% in 2017-18.<sup>19</sup> The forecast model assumes it will be comparable going forward.

## Unduplicated Percentage

The Charter School has historically served a higher percentage of unduplicated students than the District average, and it expects to continue doing so in the future. The financial forecast presented in Appendix 6-2 is based on the same unduplicated percentage (86%) as the Charter School’s LCFF revenue entitlement in during 2017-18 school year.<sup>20</sup>

## Revenue

The revenue detail in Appendix 6-2 includes a breakdown of the various revenues that are included in the Charter School’s financial forecast. Below is a summary of the major revenue categories and the underlying assumptions behind them.

### LCFF Revenue (inclusive of State Aid, EPA, and In Lieu Property Tax Revenue)

The Charter School’s LCFF revenue assumptions were created using the same assumptions as the FCMAT Local Control Funding Formula Calculator (version 19.2b). The assumptions are based on the COLA and Gap Funding guidance currently provided by FCMAT as follows:

	2018-19	2019-20	2020-21	2021-22
<b>COLA</b>	2.71% + 0.99% augmentation	2.57%	2.67%	3.42%
<b>% LCFF Gap Funded</b>	100%	100%	100%	100%

## State One-Time Funding

The Charter School’s revenue forecasts do not include a continuation of the “one-time” funding that the state has provided over the past three years, despite the fact that the current state budget does call for such funding in 2018-19.

<sup>18</sup> Based on the 2017-18 Fall 1 CALPADS report.

<sup>19</sup> Based on the 2017-18 Fall 1 CALPADS report.

<sup>20</sup> As reported in the CDE’s 2017-18 Second Principal Apportionment (P-2) funding exhibits.

## **Federal Title Funding**

The Charter School has consistently applied for and received Title I, Title II and Title III funding and it expects to do so in the future. The funding forecast for these programs is approximately 10% lower than historical averages (on a \$/pupil basis) based on conservative guidance from the CDE. The Charter School will also apply for Title IV funding if and when it becomes available. At this time, there are no Title IV funds included into the Charter School's revenue projection. The Charter School will follow all Federal guidelines for expenditures in relation to Title program funding and ensure that funding is used to supplement other funding sources rather than supplanting them.

## **Special Education Funding**

The Charter School has been a member in good standing of the EDCOE Charter SELPA during all four years of its operations. The Charter School's forecast of State and Federal special education funding is based on the level of funding that the SELPA has recommended that members budget. The Charter School also expect to receive Educationally Related Mental Health Services ("ERMHS") funding via the SELPA, and have forecasted an amount of funding that is consistent with Beta's prior experience. The Charter School will follow all SELPA, State, and Federal guidelines for expenditures in relation to special education funding.

## **Child Nutrition Funding**

The Charter School receives both federal and state reimbursements for meals served to students who qualify for free and reduced-price meals. Beta serves four meals per day to students as follows:

- Breakfast and lunch are served during the regular school day and the Charter School receives reimbursements for meals through the National School Lunch Program ("NSLP")
- Snacks and suppers are served to students during the after-school program and the Charter School receives reimbursements through the Child and Adult Care Food Program ("CACFP")

The Charter School's financial forecast assumes meal quantities and federal and state reimbursements that are consistent with published rates and Beta's previous experience. The Charter School will follow all program guidelines for the serving, tracking, and reimbursement of meals via the NSLP and CACFP.

## **Other Public Revenues**

The Charter School expects to receive lottery funding and has incorporated revenue assumptions for such funding that align with the guidance received from the CDE.

The Charter School has historically received funding under the After School Education & Safety ("ASES") grant program. Beta received a 3-year grant in 2015-16, and was recently awarded an additional 3-year grant starting in 2018-19. The forecast is based on receiving \$122,850 per year as the Charter School does currently.

## **Fundraising & Donations**

While Caliber Schools successfully applied for a number of large private grants to open the Charter School, it does not plan to continue large on-going fundraising campaigns to philanthropic donors. As such, the Charter School has built its revenue forecast without including any such donations.

In addition to one-time private donations, the Charter School has received fundraising support from Beta's committed and engaged parent group. The parent community has consistently planned and executed annual events (such as the Spring Festival) in order to support community-building activities on campus. Beta anticipates these will continue, but has not included them in the Charter School's financial forecast at this time because the amount of funds that will be raised is difficult to predict.

## **Expenses**

Expenses have been forecasted based on experience from the past four years of operations. Expense assumptions include annual adjustments to account for inflation, as well as plans for a minor increase in staffing and expenses as the Charter School completes its enrollment growth over the next two years. The expense detail in Appendix 6-2 shows a breakdown of the various expenses that are included in the forecast. Below is a summary of the major expense categories and the underlying assumptions behind them.

## **Staffing and Benefits**

The staffing summary provided in Appendix 6-2 includes the anticipated headcount for the Charter School over the next three years

Salary levels are forecasted to rise at an average annual rate of 2.0%. Taxes, health, retirement, and other benefit costs have been modeled on those that the Charter School has experienced in the past and factor in anticipated cost increases that are consistent with prior experience. Two material items warrant specific mention. Firstly, Caliber Schools will continue to offer health benefits for all full-time staff members. The average expected cost of health benefits is expected to be \$6,750 per employee per year in 2018-19 and to rise at an annual rate of 8.0%. This is a more conservative (higher) rate of cost escalation than Beta has seen in practice over the past four years. Secondly, Caliber Schools will continue offer a 401(k) plan for all staff members. Beta's forecast includes an expected contribution of 3% of each eligible employee's salary to the 401(k) plan, regardless of amounts contributed by the employees.

In addition to the full-time Special Education staff that the Charter School expects to hire (as detailed in Appendix 6-2), Beta has also forecasted the hiring of special education contractors to provide services that are customized to the needs of individual students. These services have been forecasted at a comparable rate (on a \$/student basis) as the historical costs Beta have experienced. The Charter School has also budgeted an appropriate SELPA administrative expense that is based on Beta's intended continued participation in the EDCOE Charter SELPA.

## **Instructional Supplies and Technology**

The Charter School is budgeting approximately \$600 per student per year for the purchase of general education curriculum, supplies, software, technology, and other services to support Beta's students and staff. The technology expense forecast includes reasonable assumptions for the replacement lifecycle of equipment (an average of 3 years for student equipment and 4 years for staff equipment). The Charter School has also forecasted costs for Beta's computer science, physical education, art/music, and after-school programs that are consistent with the Charter School's historical experience. The forecast anticipates an annual adjustment for inflation in these costs in future years.

## **Facilities**

As noted in the charter renewal petition, the Charter School currently occupies a temporary facility at 4301 Berk Avenue in Richmond, CA (the "Kennedy High School Annex"). The current facility is provided by WCCUSD under an in-lieu of Prop. 39 facilities use agreement. The in-lieu agreement contemplates a long-term partnership, whereby the Charter School would lease a different property from the District (the "North Campus Property") and use Charter School Facility Program funding to renovate and expand the facilities on the North Campus Property for the Charter School's long-term use. The agreement calls for the Charter School to remain at the Kennedy High School Annex until such time as the long-term project is either completed (in which case, it will move into the North Campus Property) or abandoned (after which, it will once again apply to WCCUSD for Prop. 39 facilities).

While it is possible that the North Campus project will be completed and occupied during the three-year forecast period, it is too early to be able to reliably predict the timing and expense of that project at this time. As such, the facility costs in the Charter School's forecast assume that Beta will remain at the Kennedy High School Annex through the forecast period and that the District will continue to charge a facility use fee based on a pro-rata share of the District's overall maintenance costs.

Before any North Campus renovation and expansion plan is pursued, it will need to be reviewed and approved by a variety of oversight agencies including the Office of Public School Construction, the Division of State Architects, and the WCCUSD Governing Board. Caliber Schools would also be in communication with the County regarding budgetary changes that may arise as a result of the project. In addition, a thorough financial soundness review will be conducted by the Charter School Finance Authority before the project is approved. As such, the Charter School is confident that any such plan will only be pursued if can be safely done within the bounds of fiscal prudence.

## **Services Provided by Caliber Schools' School Support Organization ("SSO")**

The Caliber Schools SSO provides a variety of academic and instructional supports to the Charter School's leadership and teaching team under the leadership of the Caliber Schools Chief Schools Officer. Services include, but are not limited to:

- Curriculum planning and development
- Instructional coaching and other professional development
- Special education program guidance and training
- Development and leadership of professional development communities
- Assessment development
- Program innovation and development
- Data collection and analysis
- LCAP/LEA Plan support

The Caliber Schools SSO also provides a variety of “back office” functions for the Charter School. These include, but are not limited to:

- Staff recruiting and talent development
- HR administrative services (e.g., payroll, benefits, & 401(k) administration)
- Finance, accounting, and bookkeeping services
- Fiscal and student reporting services (e.g., grant, budget, and CALPADS reporting)
- Assessment and student data support
- Real estate development
- Meal program support
- Facility management support

The Charter School pays Caliber Schools an annual fee to provide these services. The fee is currently set at an amount equal to 10% of the LCFF revenues from the Charter School. The Caliber Schools Board of Directors will review, on an annual basis (in conjunction with reviewing and approving the Charter School’s annual budget), whether Caliber Schools is able to provide these services at a rate that remains comparable to that which is assessed by other charter school operators and lower than the cost that the Charter School would otherwise incur to secure similar services elsewhere. In the event Caliber Schools is unable to continue to provide these services at a comparable rate, Caliber Schools shall supplement or supplant the services provided in order to ensure the Charter School expends no more than is reasonable on administrative services.

## **Other Operating Expenses**

Other utility, insurance, and maintenance costs are estimated at a rate comparable to Beta’s historical experience at its current facility.

Our food service program forecast assumes that a similar proportion of students will elect to receive free meals as have received them in the past. As in the past, the Charter School intends to offer breakfast and lunch during the regular school day and snacks and supper for those who participate in the after-school program. Caliber has recently renegotiated lower meal costs, which are reflected in the Charter School’s financial forecast. The new costs are projected to increase slightly each year in the future to adjust for inflation.

## **Cash Flow**

The Charter School has prepared a 3-year monthly cash flow forecast, which is provided in Appendix 6-2. Cash receipts are projected to arrive on schedules outlined by the various funding sources and are consistent with the Charter School's prior experience. Cash disbursements are forecasted to occur on a schedule that is consistent with the Charter School's prior experience.

As is evidenced in the monthly cash flow forecast, Beta's sources of funding are sufficient to maintain a positive and slowly growing cash balance on a going forward basis. This will ensure the fiscal solvency of the Charter School.





## **Appendix 6-2: Beta Academy Financial Forecast and Cash Flows**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

# CaliberSchools

## Caliber: Beta Academy Charter Renewal Petition - Enrollment Projection

### ENROLLMENT SUMMARY

#### Enrollment by Grade

	Actual 2017-18	Enrolled 2018-19	Projected 2019-20	Projected 2020-21	Projected 2021-22
K	95	98	96	96	96
1	98	97	96	96	96
2	99	99	96	96	96
3	100	103	96	96	96
4	97	101	96	96	96
5	94	97	96	96	96
6	87	92	96	96	96
7	44	81	96	96	96
8	75	38	85	96	96
<b>Total Enrolled</b>	<b>789</b>	<b>806</b>	<b>853</b>	<b>864</b>	<b>864</b>

#### Enrollment by Grade Span

K-3	392	397	384	384	384
4-6	278	290	288	288	288
7-8	119	119	181	192	192
<b>Total Enrolled</b>	<b>789</b>	<b>806</b>	<b>853</b>	<b>864</b>	<b>864</b>

#### ADA % by Grade Span

K-3	93%	90%	90%	90%	90%
4-6	95%	90%	90%	90%	90%
7-8	96%	90%	90%	90%	90%

#### ADA by Grade Span

K-3	364.22	358.29	346.56	346.56	346.56
4-6	263.30	261.73	259.92	259.92	259.92
7-8	113.90	107.40	163.35	173.28	173.28
<b>Total ADA</b>	<b>741.42</b>	<b>727.42</b>	<b>769.83</b>	<b>779.76</b>	<b>779.76</b>

# CaliberSchools

## Caliber: Beta Academy Charter Renewal Petition - Financial Summary (\*)

	Actual		Budget		Projected		Projected		Projected	
	2017-18		2018-19		2019-20		2020-21		2021-22	
<b>Revenues</b>										
LCFF Funding	\$	7,046,609	\$	7,478,660	\$	7,872,211	\$	8,185,071	\$	8,465,270
Fed Title Funding	\$	383,976	\$	354,027	\$	347,983	\$	352,471	\$	352,471
SPED Funding	\$	531,231	\$	578,700	\$	616,141	\$	638,480	\$	654,514
Meal Funding	\$	430,357	\$	473,100	\$	500,175	\$	516,952	\$	527,716
Other Public Rev	\$	665,799	\$	431,639	\$	307,022	\$	301,785	\$	307,637
Other Operating Rev	\$	4,634	\$	-	\$	-	\$	-	\$	-
Fundraising	\$	53,639	\$	-	\$	-	\$	-	\$	-
<b>Total Revenue</b>	<b>\$</b>	<b>9,116,245</b>	<b>\$</b>	<b>9,316,126</b>	<b>\$</b>	<b>9,643,532</b>	<b>\$</b>	<b>9,994,758</b>	<b>\$</b>	<b>10,307,607</b>
<b>Expenses</b>										
Gen Ed Program	\$	3,313,296	\$	3,967,437	\$	3,992,874	\$	4,079,255	\$	4,160,840
SPED Program	\$	1,027,853	\$	1,004,007	\$	1,040,506	\$	1,061,831	\$	1,083,198
Coding Program	\$	169,619	\$	188,000	\$	195,300	\$	199,206	\$	203,190
Other Academics	\$	492,432	\$	397,360	\$	429,120	\$	435,122	\$	440,556
Administrative Costs	\$	3,667,759	\$	3,926,428	\$	3,863,842	\$	3,987,416	\$	4,106,143
<b>Total Expenses</b>	<b>\$</b>	<b>8,670,960</b>	<b>\$</b>	<b>9,483,231</b>	<b>\$</b>	<b>9,521,643</b>	<b>\$</b>	<b>9,762,830</b>	<b>\$</b>	<b>9,993,927</b>
<b>Net Income</b>	<b>\$</b>	<b>445,285</b>	<b>\$</b>	<b>(167,105)</b>	<b>\$</b>	<b>121,889</b>	<b>\$</b>	<b>231,928</b>	<b>\$</b>	<b>313,680</b>
<b>Fund Balances</b>										
Beginning Fund Balance	\$	1,447,402	\$	1,892,687	\$	1,725,581	\$	1,847,471	\$	2,079,399
Change in Fund Balance	\$	445,285	\$	(167,105)	\$	121,889	\$	231,928	\$	313,680
<b>Ending Fund Balance</b>	<b>\$</b>	<b>1,892,687</b>	<b>\$</b>	<b>1,725,581</b>	<b>\$</b>	<b>1,847,471</b>	<b>\$</b>	<b>2,079,399</b>	<b>\$</b>	<b>2,393,079</b>

(\*) Assumptions outlined in Appendix 6-1.

# CaliberSchools

## Caliber: Beta Academy Charter Renewal Petition - Revenue & Expense Projections

### REVENUE DETAIL

#### GOVERNMENT REVENUE

##### State & Local

##### LCFF

Net State Aid	\$	4,857,900	\$	5,302,755	\$	5,636,032	\$	5,920,047	\$	6,356,198
EPA	\$	149,690	\$	149,816	\$	153,966	\$	155,952	\$	-
In-lieu of Property Tax	\$	2,039,019	\$	2,026,089	\$	2,082,213	\$	2,109,071	\$	2,109,071
CA SPED Funding	\$	433,647	\$	479,825	\$	515,391	\$	531,855	\$	546,514
CA Meal Funding	\$	20,323	\$	24,900	\$	28,722	\$	29,870	\$	30,891
Lottery	\$	167,848	\$	146,070	\$	159,996	\$	166,387	\$	172,077
Other State Funding	\$	497,951	\$	285,569	\$	147,026	\$	135,398	\$	135,560

##### Federal

US SPED Funding	\$	97,584	\$	98,875	\$	100,750	\$	106,625	\$	108,000
US Meal Funding	\$	410,034	\$	448,200	\$	471,453	\$	487,083	\$	496,825
Title I	\$	319,697	\$	295,690	\$	288,079	\$	291,794	\$	291,794
Title II	\$	36,190	\$	33,370	\$	34,570	\$	35,015	\$	35,015
Title III	\$	28,089	\$	24,968	\$	25,334	\$	25,661	\$	25,661

<b>Subtotal</b>	<b>\$</b>	<b>9,057,972</b>	<b>\$</b>	<b>9,316,126</b>	<b>\$</b>	<b>9,643,532</b>	<b>\$</b>	<b>9,994,758</b>	<b>\$</b>	<b>10,307,607</b>
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#### NON-GOVERNMENT REVENUE

Local Revenues	\$	4,634	\$	-	\$	-	\$	-	\$	-
Fundraising	\$	53,639	\$	-	\$	-	\$	-	\$	-
<b>Subtotal</b>	<b>\$</b>	<b>58,273</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>

<b>TOTAL EXPENSES</b>	<b>\$</b>	<b>9,116,245</b>	<b>\$</b>	<b>9,316,126</b>	<b>\$</b>	<b>9,643,532</b>	<b>\$</b>	<b>9,994,758</b>	<b>\$</b>	<b>10,307,607</b>
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# CaliberSchools

## Caliber: Beta Academy Charter Renewal Petition - Revenue & Expense Projections

EXPENSE DETAIL	Actual		Budget		Projected		Projected		Projected	
GEN ED PROGRAM	2017-18		2018-19		2019-20		2020-21		2021-22	
Gen Ed Salaries	\$	2,839,925	\$	3,469,725	\$	3,481,640	\$	3,551,273	\$	3,622,298
Gen Ed Curriculum	\$	138,865	\$	151,947	\$	162,461	\$	167,712	\$	171,067
Gen Ed Supplies	\$	67,064	\$	108,265	\$	126,159	\$	130,341	\$	132,948
Gen Ed Equipment	\$	162,828	\$	155,500	\$	135,609	\$	140,038	\$	142,839
Gen Ed Prof Services	\$	104,614	\$	82,000	\$	87,006	\$	89,891	\$	91,688
Subtotal	\$	3,313,296	\$	3,967,437	\$	3,992,874	\$	4,079,255	\$	4,160,840
SPED PROGRAM										
SPED Salaries	\$	694,126	\$	685,186	\$	707,280	\$	721,425	\$	735,854
SPED Supplies	\$	9,674	\$	8,300	\$	8,701	\$	8,989	\$	9,169
SPED Transportation	\$	31,986	\$	33,260	\$	34,680	\$	35,374	\$	36,081
SPED Prof Services	\$	292,068	\$	277,261	\$	289,846	\$	296,043	\$	302,095
Subtotal	\$	1,027,853	\$	1,004,007	\$	1,040,506	\$	1,061,831	\$	1,083,198
CODING PROGRAM										
Coding Salaries	\$	162,212	\$	173,000	\$	180,000	\$	183,600	\$	187,272
Coding Non-Salary	\$	7,407	\$	15,000	\$	15,300	\$	15,606	\$	15,918
Subtotal	\$	169,619	\$	188,000	\$	195,300	\$	199,206	\$	203,190
OTHER ACADEMICS										
After School	\$	150,125	\$	136,350	\$	163,391	\$	163,391	\$	163,391
Art/Music	\$	33,375	\$	32,010	\$	31,426	\$	32,055	\$	32,696
PE	\$	214,878	\$	179,000	\$	182,100	\$	185,742	\$	189,457
Field Trips	\$	94,055	\$	50,000	\$	52,204	\$	53,934	\$	55,013
Subtotal	\$	492,432	\$	397,360	\$	429,120	\$	435,122	\$	440,556

# CaliberSchools

## Caliber: Beta Academy Charter Renewal Petition - Revenue & Expense Projections

<b>EXPENSE DETAIL (CONTINUED)</b>	<b>Actual</b>		<b>Budget</b>		<b>Projected</b>		<b>Projected</b>		<b>Projected</b>	
<b>ADMINISTRATIVE</b>	<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>		<b>2020-21</b>		<b>2021-22</b>	
Admin Salaries	\$	329,090	\$	300,198	\$	313,823	\$	320,099	\$	326,501
Admin Supplies	\$	135,262	\$	126,810	\$	135,875	\$	139,588	\$	142,380
Admin Equipment	\$	33,093	\$	15,000	\$	35,190	\$	35,894	\$	36,612
Admin Prof Services	\$	113,480	\$	134,048	\$	139,922	\$	144,275	\$	148,325
Communications	\$	59,623	\$	53,260	\$	26,520	\$	27,050	\$	27,591
Community	\$	43,279	\$	20,000	\$	20,400	\$	20,808	\$	21,224
Depreciation	\$	22,536	\$	18,482	\$	18,482	\$	13,780	\$	14,464
Employee Benefits	\$	926,578	\$	1,215,887	\$	1,160,099	\$	1,217,046	\$	1,277,863
Finance	\$	45	\$	250	\$	255	\$	260	\$	265
Food	\$	568,335	\$	553,100	\$	526,945	\$	533,110	\$	533,152
Fundraising	\$	17,029	\$	-	\$	-	\$	-	\$	-
Housekeeping	\$	298,020	\$	270,000	\$	229,551	\$	234,142	\$	238,825
Insurance	\$	27,534	\$	28,500	\$	30,452	\$	31,462	\$	32,091
Marketing	\$	541	\$	5,000	\$	5,000	\$	5,000	\$	5,000
Memberships	\$	6,372	\$	-	\$	-	\$	-	\$	-
Network Fees	\$	698,177	\$	740,483	\$	787,221	\$	818,507	\$	846,527
Prof Dev	\$	130,247	\$	139,900	\$	142,698	\$	145,552	\$	148,463
Recruiting	\$	11,147	\$	35,000	\$	12,240	\$	12,485	\$	12,734
Rent	\$	246,392	\$	265,510	\$	274,069	\$	283,155	\$	288,818
Travel	\$	980	\$	5,000	\$	5,100	\$	5,202	\$	5,306
<b>Subtotal</b>	<b>\$</b>	<b>3,667,759</b>	<b>\$</b>	<b>3,926,428</b>	<b>\$</b>	<b>3,863,842</b>	<b>\$</b>	<b>3,987,416</b>	<b>\$</b>	<b>4,106,143</b>
<b>TOTAL EXPENSES</b>	<b>\$</b>	<b>8,670,960</b>	<b>\$</b>	<b>9,483,231</b>	<b>\$</b>	<b>9,521,643</b>	<b>\$</b>	<b>9,762,830</b>	<b>\$</b>	<b>9,993,927</b>

# CaliberSchools

## Caliber: Beta Academy Charter Renewal Petition - Staffing Projection

Position	Budget 2018-19	Projection 2019-20	Projection 2020-21	Projection 2021-22
School Leaders	2.0	2.0	2.0	2.0
Assistant Principals/Instructional Coaches	5.0	5.0	5.0	5.0
Grade Level Teachers	34.0	36.0	36.0	36.0
Instructional Assistants & Residents	7.0	7.0	7.0	7.0
Coding Instructors	3.0	3.0	3.0	3.0
P.E. Instructors	3.0	3.0	3.0	3.0
Art/Music	0.5	0.5	0.5	0.5
SPED Program Specialist	1.0	1.0	1.0	1.0
SPED Ed Specialists	4.0	4.0	4.0	4.0
SPED Paraprofessionals	4.0	4.0	4.0	4.0
SPED Service Specialists	2.0	2.0	2.0	2.0
SEL Team	5.0	3.0	3.0	3.0
Operations Lead	1.0	1.0	1.0	1.0
Office Staff	3.5	4.0	4.0	4.0
Food Service Staff	4.0	4.0	4.0	4.0
<b>Total Staff on Payroll</b>	<b>79.0</b>	<b>79.5</b>	<b>79.5</b>	<b>79.5</b>



# CaliberSchools

## Caliber: Beta Academy Charter Renewal Petition - Cash Flow Forecast - 2019-20

	July 2019-20	August 2019-20	September 2019-20	October 2019-20	November 2019-20	December 2019-20	January 2019-20	February 2019-20	March 2019-20	April 2019-20	May 2019-20	June 2019-20
<b>Cash Inflows</b>												
LCFF Funding	\$ 211,895	\$ 878,936	\$ 540,034	\$ 711,648	\$ 672,287	\$ 672,287	\$ 711,648	\$ 863,319	\$ 679,634	\$ 718,995	\$ 679,634	\$ 495,949
Fed Title Funding	\$ -	\$ -	\$ 123,910	\$ -	\$ -	\$ 52,197	\$ -	\$ -	\$ 86,996	\$ -	\$ -	\$ 86,996
SPED Funding	\$ 37,879	\$ 13,152	\$ 85,139	\$ 40,329	\$ 92,938	\$ 40,329	\$ 40,329	\$ 68,336	\$ 82,339	\$ 68,336	\$ 40,329	\$ -
Meal Funding	\$ 47,310	\$ 23,655	\$ -	\$ 25,009	\$ 50,017	\$ 50,017	\$ 50,017	\$ 50,017	\$ 50,017	\$ 50,017	\$ 50,017	\$ 50,017
Other Public Rev	\$ -	\$ 342	\$ 156,754	\$ -	\$ -	\$ 44,205	\$ -	\$ -	\$ 73,676	\$ 3,080	\$ -	\$ 73,676
Other Operating Rev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Cash Inflows</b>	<b>\$ 297,084</b>	<b>\$ 916,086</b>	<b>\$ 905,837</b>	<b>\$ 776,986</b>	<b>\$ 815,243</b>	<b>\$ 859,036</b>	<b>\$ 801,995</b>	<b>\$ 981,672</b>	<b>\$ 972,662</b>	<b>\$ 840,428</b>	<b>\$ 769,981</b>	<b>\$ 706,638</b>
<b>Cash Outflows</b>												
Gen Ed Program	-\$ 214,370	-\$ 328,472	-\$ 337,619	-\$ 346,320	-\$ 346,320	-\$ 346,320	-\$ 346,320	-\$ 346,320	-\$ 346,320	-\$ 346,320	-\$ 346,320	-\$ 340,547
SPED Program	-\$ 66,140	-\$ 37,974	-\$ 64,264	-\$ 96,717	-\$ 96,717	-\$ 96,717	-\$ 96,717	-\$ 96,717	-\$ 96,717	-\$ 96,717	-\$ 96,717	-\$ 96,543
Coding Program	-\$ 9,160	-\$ 13,590	-\$ 17,271	-\$ 17,271	-\$ 17,271	-\$ 17,271	-\$ 17,271	-\$ 17,271	-\$ 17,271	-\$ 17,271	-\$ 17,271	-\$ 16,965
Other Academics	-\$ 10,626	-\$ 10,676	-\$ 42,082	-\$ 42,082	-\$ 42,082	-\$ 35,556	-\$ 42,082	-\$ 42,082	-\$ 42,082	-\$ 42,082	-\$ 42,082	-\$ 35,556
Administrative Costs	-\$ 177,686	-\$ 252,851	-\$ 261,876	-\$ 261,876	-\$ 261,876	-\$ 291,027	-\$ 262,488	-\$ 262,488	-\$ 263,100	-\$ 270,847	-\$ 263,712	-\$ 1,020,593
<b>Total Cash Outflows</b>	<b>-\$ 477,982</b>	<b>-\$ 643,564</b>	<b>-\$ 723,112</b>	<b>-\$ 764,265</b>	<b>-\$ 764,265</b>	<b>-\$ 786,891</b>	<b>-\$ 764,877</b>	<b>-\$ 764,877</b>	<b>-\$ 765,489</b>	<b>-\$ 773,236</b>	<b>-\$ 766,101</b>	<b>-\$ 1,510,205</b>
<b>Net Cash Flow from Operations</b>	<b>\$ (180,898)</b>	<b>\$ 272,522</b>	<b>\$ 182,725</b>	<b>\$ 12,721</b>	<b>\$ 50,977</b>	<b>\$ 72,145</b>	<b>\$ 37,117</b>	<b>\$ 216,795</b>	<b>\$ 207,173</b>	<b>\$ 67,192</b>	<b>\$ 3,880</b>	<b>\$ (803,566)</b>
<b>Cash Balance</b>												
Projected Beginning Cash	\$ 693,244	\$ 512,346	\$ 784,868	\$ 967,593	\$ 980,313	\$ 1,031,291	\$ 1,103,436	\$ 1,140,553	\$ 1,357,349	\$ 1,564,521	\$ 1,631,713	\$ 1,635,593
Change in Cash	\$ (180,898)	\$ 272,522	\$ 182,725	\$ 12,721	\$ 50,977	\$ 72,145	\$ 37,117	\$ 216,795	\$ 207,173	\$ 67,192	\$ 3,880	\$ (803,566)
<b>Projected Ending Cash</b>	<b>\$ 512,346</b>	<b>\$ 784,868</b>	<b>\$ 967,593</b>	<b>\$ 980,313</b>	<b>\$ 1,031,291</b>	<b>\$ 1,103,436</b>	<b>\$ 1,140,553</b>	<b>\$ 1,357,349</b>	<b>\$ 1,564,521</b>	<b>\$ 1,631,713</b>	<b>\$ 1,635,593</b>	<b>\$ 832,027</b>

# CaliberSchools

## Caliber: Beta Academy Charter Renewal Petition - Cash Flow Forecast - 2020-21

	July 2020-21	August 2020-21	September 2020-21	October 2020-21	November 2020-21	December 2020-21	January 2020-21	February 2020-21	March 2020-21	April 2020-21	May 2020-21	June 2020-21
<b>Cash Inflows</b>												
LCFF Funding	\$ 223,046	\$ 919,936	\$ 561,496	\$ 739,930	\$ 699,005	\$ 699,005	\$ 739,930	\$ 897,629	\$ 706,644	\$ 747,570	\$ 706,644	\$ 515,659
Fed Title Funding	\$ -	\$ -	\$ 121,794	\$ -	\$ -	\$ 52,871	\$ -	\$ -	\$ 88,118	\$ -	\$ -	\$ 88,118
SPED Funding	\$ 40,329	\$ 14,003	\$ 88,226	\$ 41,791	\$ 97,804	\$ 41,791	\$ 41,791	\$ 70,813	\$ 85,324	\$ 70,813	\$ 41,791	\$ -
Meal Funding	\$ 50,017	\$ 25,009	\$ -	\$ 25,848	\$ 51,695	\$ 51,695	\$ 51,695	\$ 51,695	\$ 51,695	\$ 51,695	\$ 51,695	\$ 51,695
Other Public Rev	\$ -	\$ 3,080	\$ 103,146	\$ -	\$ -	\$ 45,268	\$ -	\$ -	\$ 75,446	\$ -	\$ -	\$ 75,446
Other Operating Rev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Cash Inflows</b>	<b>\$ 313,393</b>	<b>\$ 962,028</b>	<b>\$ 874,662</b>	<b>\$ 807,569</b>	<b>\$ 848,504</b>	<b>\$ 890,630</b>	<b>\$ 833,417</b>	<b>\$ 1,020,138</b>	<b>\$ 1,007,228</b>	<b>\$ 870,078</b>	<b>\$ 800,131</b>	<b>\$ 730,919</b>
<b>Cash Outflows</b>												
Gen Ed Program	-\$ 218,652	-\$ 336,999	-\$ 344,679	-\$ 353,669	-\$ 353,669	-\$ 353,669	-\$ 353,669	-\$ 353,669	-\$ 353,669	-\$ 353,669	-\$ 353,669	-\$ 347,707
SPED Program	-\$ 68,415	-\$ 38,768	-\$ 65,558	-\$ 98,699	-\$ 98,699	-\$ 98,699	-\$ 98,699	-\$ 98,699	-\$ 98,699	-\$ 98,699	-\$ 98,699	-\$ 98,519
Coding Program	-\$ 9,414	-\$ 13,862	-\$ 17,616	-\$ 17,616	-\$ 17,616	-\$ 17,616	-\$ 17,616	-\$ 17,616	-\$ 17,616	-\$ 17,616	-\$ 17,616	-\$ 17,304
Other Academics	-\$ 10,804	-\$ 10,890	-\$ 42,683	-\$ 42,683	-\$ 42,683	-\$ 35,941	-\$ 42,683	-\$ 42,683	-\$ 42,683	-\$ 42,683	-\$ 42,683	-\$ 35,941
Administrative Costs	-\$ 175,725	-\$ 260,097	-\$ 270,204	-\$ 270,204	-\$ 270,204	-\$ 299,939	-\$ 270,829	-\$ 270,829	-\$ 271,453	-\$ 279,355	-\$ 272,077	-\$ 1,059,836
<b>Total Cash Outflows</b>	<b>-\$ 483,009</b>	<b>-\$ 660,615</b>	<b>-\$ 740,740</b>	<b>-\$ 782,871</b>	<b>-\$ 782,871</b>	<b>-\$ 805,864</b>	<b>-\$ 783,495</b>	<b>-\$ 783,495</b>	<b>-\$ 784,119</b>	<b>-\$ 792,021</b>	<b>-\$ 784,744</b>	<b>-\$ 1,559,308</b>
<b>Net Cash Flow from Operations</b>	<b>\$ (169,617)</b>	<b>\$ 301,413</b>	<b>\$ 133,922</b>	<b>\$ 24,698</b>	<b>\$ 65,634</b>	<b>\$ 84,766</b>	<b>\$ 49,922</b>	<b>\$ 236,643</b>	<b>\$ 223,108</b>	<b>\$ 78,057</b>	<b>\$ 15,387</b>	<b>\$ (828,390)</b>
<b>Cash Balance</b>												
Projected Beginning Cash	\$ 832,027	\$ 662,410	\$ 963,823	\$ 1,097,745	\$ 1,122,443	\$ 1,188,077	\$ 1,272,843	\$ 1,322,765	\$ 1,559,407	\$ 1,782,515	\$ 1,860,572	\$ 1,875,960
Change in Cash	\$ (169,617)	\$ 301,413	\$ 133,922	\$ 24,698	\$ 65,634	\$ 84,766	\$ 49,922	\$ 236,643	\$ 223,108	\$ 78,057	\$ 15,387	\$ (828,390)
<b>Projected Ending Cash</b>	<b>\$ 662,410</b>	<b>\$ 963,823</b>	<b>\$ 1,097,745</b>	<b>\$ 1,122,443</b>	<b>\$ 1,188,077</b>	<b>\$ 1,272,843</b>	<b>\$ 1,322,765</b>	<b>\$ 1,559,407</b>	<b>\$ 1,782,515</b>	<b>\$ 1,860,572</b>	<b>\$ 1,875,960</b>	<b>\$ 1,047,570</b>

# CaliberSchools

## Caliber: Beta Academy Charter Renewal Petition - Cash Flow Forecast - 2021-22

	July 2021-22	August 2021-22	September 2021-22	October 2021-22	November 2021-22	December 2021-22	January 2021-22	February 2021-22	March 2021-22	April 2021-22	May 2021-22	June 2021-22
<b>Cash Inflows</b>												
LCFF Funding	\$ 231,910	\$ 954,160	\$ 580,718	\$ 765,260	\$ 722,934	\$ 722,934	\$ 765,260	\$ 928,358	\$ 730,835	\$ 773,161	\$ 730,835	\$ 533,312
Fed Title Funding	\$ -	\$ -	\$ 123,365	\$ -	\$ -	\$ 52,871	\$ -	\$ -	\$ 88,118	\$ -	\$ -	\$ 88,118
SPED Funding	\$ 41,791	\$ 14,511	\$ 90,442	\$ 42,841	\$ 100,885	\$ 42,841	\$ 42,841	\$ 72,592	\$ 87,467	\$ 72,592	\$ 42,841	\$ -
Meal Funding	\$ 51,695	\$ 25,848	\$ -	\$ 26,386	\$ 52,772	\$ 52,772	\$ 52,772	\$ 52,772	\$ 52,772	\$ 52,772	\$ 52,772	\$ 52,772
Other Public Rev	\$ -	\$ -	\$ 105,625	\$ -	\$ -	\$ 46,146	\$ -	\$ -	\$ 76,909	\$ -	\$ -	\$ 76,909
Other Operating Rev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Fundraising	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Cash Inflows</b>	<b>\$ 325,397</b>	<b>\$ 994,519</b>	<b>\$ 900,149</b>	<b>\$ 834,487</b>	<b>\$ 876,590</b>	<b>\$ 917,563</b>	<b>\$ 860,873</b>	<b>\$ 1,053,721</b>	<b>\$ 1,036,100</b>	<b>\$ 898,524</b>	<b>\$ 826,447</b>	<b>\$ 751,110</b>
<b>Cash Outflows</b>												
Gen Ed Program	-\$ 223,212	-\$ 343,739	-\$ 351,573	-\$ 360,742	-\$ 360,742	-\$ 360,742	-\$ 360,742	-\$ 360,742	-\$ 360,742	-\$ 360,742	-\$ 360,742	-\$ 354,662
SPED Program	-\$ 69,826	-\$ 39,543	-\$ 66,869	-\$ 100,686	-\$ 100,686	-\$ 100,686	-\$ 100,686	-\$ 100,686	-\$ 100,686	-\$ 100,686	-\$ 100,686	-\$ 100,503
Coding Program	-\$ 9,602	-\$ 14,139	-\$ 17,969	-\$ 17,969	-\$ 17,969	-\$ 17,969	-\$ 17,969	-\$ 17,969	-\$ 17,969	-\$ 17,969	-\$ 17,969	-\$ 17,650
Other Academics	-\$ 11,021	-\$ 11,108	-\$ 43,209	-\$ 43,209	-\$ 43,209	-\$ 36,333	-\$ 43,209	-\$ 43,209	-\$ 43,209	-\$ 43,209	-\$ 43,209	-\$ 36,333
Administrative Costs	-\$ 181,450	-\$ 266,680	-\$ 277,918	-\$ 277,918	-\$ 277,918	-\$ 308,247	-\$ 278,555	-\$ 278,555	-\$ 279,191	-\$ 287,251	-\$ 279,828	-\$ 1,095,523
<b>Total Cash Outflows</b>	<b>-\$ 495,110</b>	<b>-\$ 675,209</b>	<b>-\$ 757,538</b>	<b>-\$ 800,524</b>	<b>-\$ 800,524</b>	<b>-\$ 823,977</b>	<b>-\$ 801,161</b>	<b>-\$ 801,161</b>	<b>-\$ 801,798</b>	<b>-\$ 809,857</b>	<b>-\$ 802,434</b>	<b>-\$ 1,604,671</b>
<b>Net Cash Flow from Operations</b>	<b>\$ (169,713)</b>	<b>\$ 319,310</b>	<b>\$ 142,611</b>	<b>\$ 33,963</b>	<b>\$ 76,066</b>	<b>\$ 93,586</b>	<b>\$ 59,712</b>	<b>\$ 252,560</b>	<b>\$ 234,303</b>	<b>\$ 88,667</b>	<b>\$ 24,013</b>	<b>\$ (853,560)</b>
<b>Cash Balance</b>												
Projected Beginning Cash	\$ 1,047,570	\$ 877,857	\$ 1,197,167	\$ 1,339,778	\$ 1,373,741	\$ 1,449,807	\$ 1,543,393	\$ 1,603,105	\$ 1,855,665	\$ 2,089,968	\$ 2,178,635	\$ 2,202,648
Change in Cash	\$ (169,713)	\$ 319,310	\$ 142,611	\$ 33,963	\$ 76,066	\$ 93,586	\$ 59,712	\$ 252,560	\$ 234,303	\$ 88,667	\$ 24,013	\$ (853,560)
<b>Projected Ending Cash</b>	<b>\$ 877,857</b>	<b>\$ 1,197,167</b>	<b>\$ 1,339,778</b>	<b>\$ 1,373,741</b>	<b>\$ 1,449,807</b>	<b>\$ 1,543,393</b>	<b>\$ 1,603,105</b>	<b>\$ 1,855,665</b>	<b>\$ 2,089,968</b>	<b>\$ 2,178,635</b>	<b>\$ 2,202,648</b>	<b>\$ 1,349,088</b>

## **Appendix 6-3: Caliber Schools Fiscal Policies & Procedures**

Caliber: Beta Academy  
Renewal Charter Petition  
For a term of July 1, 2019 – June 30, 2024

# CaliberSchools

## **Fiscal Policies and Procedures Handbook**

**Revised & Approved: June 4, 2018**

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## ROLES & RESPONSIBILITIES

### **Governing Board**

- Formulates financial policies and procedures
- Delegates administration of the policies and procedures to the Chief Operating Officer
- Reviews operations and activities on a regular basis
- Approves the annual budget
- Commissions an annual financial audit by an independent third party auditor who reports directly to the Board, and approves the final audit report
- Can appoint someone else to perform the Chief Operating Officer's responsibilities in the case of absence

### **Chief Operating Officer**

- Holds responsibility for all operations and activities related to financial management of Caliber Schools
- Ensures final audit report is provided to the charter-granting agency and any other agencies requiring the information
- Provides regular budget reports to the Governing Board

### **All Staff**

- Manage expenditures appropriately to all budgets they oversee
- Account for all expenses made under their purview on behalf of Caliber Schools

### **Accounting Team (Including In-House Staff and External Contractors)**

- Oversees bank and credit card reconciliations
- Enters invoices for payment
- Provides additional oversight on large expenses

To the degree possible given the small size of the team, financial duties and responsibilities are separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.

# ACCOUNTS PAYABLE

## Authorization of Expenditures

### **Schools:**

- All expenditures/purchases in excess of \$1,000 made on behalf of the school must be authorized by the School Leader. Expenditures in excess of \$25,000 must also be authorized by the Chief Operating Officer, the Chief Academic Officer, or the Chief Executive Officer. Expenditures in excess of \$100,000 must also be authorized by the Board of Directors unless explicitly delegated otherwise on a case by case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole. Expenditures that will result in the school exceeding its budget must be authorized by the Board of Directors.
- Expenditures below \$1,000 can be made by a delegate of the School Leader (typically the Operations Manager of the school), provided that the delegate is approved by the Chief Operating Officer.
- In the case of expenses being reimbursed or paid to the School Leader, the Chief Operating Officer, the Chief Academic Officer, or the Chief Executive Officer must authorize the expense.

### **Network:**

- All expenditures/purchases in excess of \$1,000 made on behalf of the network services team must be authorized by the Chief Operating Officer, the Chief Academic Officer, or the Chief Executive Officer. Expenditures in excess of \$100,000 must also be authorized by the Board of Directors unless explicitly delegated otherwise on a case by case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole. Expenditures will result in the organization exceeding its budget must also be authorized by the Board of Directors.
- Expenditures below \$1,000 can be made by a delegate of the Chief Operating Officer (typically the Operations Manager), provided that the delegate is approved by the Chief Executive Officer.
- In the case of expenses being reimbursed or paid to the Chief Operating Officer or the Chief Academic Officer, the Chief Executive Officer must authorize the expense.
- In the case of expenses being reimbursed or paid to the Chief Executive Officer, a Board Member other than the Chief Executive Officer must authorize the expense.

All expenditures above \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services.

When approving expenditures, the authorizer must:

- Confirm that the expenditure falls within the currently approved budget;
- Contact the accounting team or Chief Operating Officer to confirm that funds are currently available for expenditures;
- Confirm that the expenditure is allowable under the appropriate revenue source;
- Confirm that the expenditure is appropriate and consistent with the vision, approved charter, school and network policies and procedures, and any laws or applicable regulations;



- Confirm that the price is competitive and prudent.

## Signing of Contracts

Consideration will be made of in-house capabilities to accomplish services before contracting for them. Potential conflicts of interest will be disclosed upfront, and the staff and/or Board Members with the conflict will excuse themselves from discussions and from voting on the contract. All contracts above \$100,000 or any contracts outside of the approved budget must be approved by the Board Chair or Board of Directors.

### **Schools:**

- The School Leader is the only school-based signer of contracts. The School Leader may sign contracts on behalf of the school for up to \$25,000 on budget line items already approved by the Board, using non-restricted funds. All contracts in excess of \$25,000 must be approved by the Chief Operating Officer, the Chief Academic Officer, or the Chief Executive Officer. Contracts in excess of \$100,000 must also be authorized by the Board of Directors unless explicitly delegated otherwise on a case by case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole.
- The School Leader is responsible for ensuring that school-based contracts are performed to completion.

### **Network:**

- The Chief Operating Officer, the Chief Academic Officer, and the Chief Executive Officer may sign contracts on behalf of the school or network up to \$100,000 on budget line items already approved by the Board. Contracts in excess of \$100,000 must also be authorized by the Board of Directors unless explicitly delegated otherwise on a case by case basis by the Board either (i) to staff, or (ii) to one or more Board Members who are designated to act on behalf of the Board as a whole. Contracts that will result in the school exceeding the Board approved budget must be approved by the Board of Directors. Once approved, the contracts may be signed by the Chief Operating Officer, the Chief Academic Officer, or the Chief Executive Officer.
- The Chief Operating Officer is responsible for ensuring that network-based contracts are performed to completion.

### **Contract Documentation**

All contracts above \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of Caliber Schools.

Written contracts clearly defining work to be performed will be maintained for all contract service provider relationships involving an expenditure of \$5,000 or more (i.e. consultants, independent contractors, subcontractors).

Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Chief Operating Officer may also require that contract service providers list Caliber Schools as an additional insured.

If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the contractor will provide a W-9 prior to submitting any requests for payments.

Contract service providers will be paid in accordance with approved contracts as work is performed.

## Payments to Vendors

### **A. ACH Payments**

The Chief Executive Officer, Chief Operating Officer, and Board Chair will have the authority to sign off on ACH payments.

### **B. Online Bill Pay**

The Chief Executive Officer, Chief Operating Officer, and Board Chair will have the authority to sign off on online bill payments.

### **C. Checks**

Bank checks will be kept under lock and key with the Chief Operating Officer or School Leaders. When there is a need to generate a bank check, the check will be entered into a ledger at the same time that the check is written. Checks may not be written to cash, bearer, or petty cash. Under no circumstance will any individual sign a blank check. Cancelled and voided checks will be stored numerically in the corporation's accounting files.

## BANK ACCOUNTS, CREDIT CARDS & CASH

The Board of Directors is authorized to open and close bank and credit card accounts. The Board Chair, Chief Executive Officer, and Chief Operating Officer are authorized as co-administrators on all bank and credit card accounts.

### Bank Accounts

The corporation is expected to maintain two types of bank accounts:

- **General Accounts** - The majority of the corporation's deposits will be held in accounts that only the Board Chair, Chief Executive Officer, and Chief Operating Officer can access. Only these individuals will have signing authority over these accounts or access to the funds in the accounts.
- **School-level Accounts** - For the purpose of managing day-to-day expenditures and other activities, the Chief Operating Officer is authorized to open a school-level account in conjunction with any School Leader. At no time will such a school level account hold more than \$10,000 in deposits, and at no time will checks or other payments in excess of \$1,000 be made from such accounts without the prior approval of the Chief Operating Officer or the Chief Executive Officer. Excess funds will be transferred to the corporation's general bank accounts in order to ensure that the school-level account stays below a \$10,000 balance. Only the Board Chair, the Chief Executive Officer, the Chief Operating Officer, and the School Leader (or the Operations Manager of the school, if the School Leader and Chief Operating Officer both so approve) have access to these accounts.

### Credit Cards

#### Credit Cards

The Chief Operating Officer or the Chief Executive Officer may authorize key individuals to carry and use a Caliber Schools credit card to make purchases on behalf of the school or network, consistent with guidelines provided by the Chief Operating Officer and/or Governing Board.

Credit cards will be kept under supervision of the approved individual, and all related documentation of purchases will be turned in to the accounting team monthly for reconciliation. If itemized receipts are not available or are missing, the individual making the charge will be held responsible for payment.

#### Bank Reconciliation

This section covers the process for reconciling bank and credit card accounts.

Step	Person Responsible	Task	Frequency
1	COO or Operations Manager	Record bank history into bank ledger as it occurs.	At least weekly
2	COO or Operations	Download bank statements and send to	Monthly

	Manager	the accounting team	
3	Accounting Team	<p>Examine all checks for date, name, amount, cancellation, and endorsement.</p> <p>Research any discrepancies or any checks over 90 days, and if applicable, adjust them in the accounting system.</p> <p>Examine all ACH and online bill payments for date, name, and amount. Research any discrepancies and reconcile.</p>	Monthly
4	Accounting Team	<p>Prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation.</p> <p>Compare the reconciled bank balance to the cash in the bank account and to the general ledger. Immediately report any discrepancies to the Chief Operating Officer.</p>	Monthly
5	Accounting Team	Prepare summary reconciliation to be reviewed by the Chief Operating Officer.	Monthly
6	Chief Operating Officer	Prepare report to be reviewed by the Board of Directors.	Quarterly

## Petty Cash

This section covers the management of petty cash at the schools. At no times will the petty cash box contain receipts and cash totaling more than \$500. Excess petty cash will be deposited into the school-level bank account to maintain a balance less than \$500. The network services team will not hold any petty cash funds.

Step	Person Responsible	Task	Frequency
1	Operations Coordinator	Store petty cash in a locked drawer or file cabinet. Provide additional key only to the School Leader.	At all times
2	Operations Coordinator	<p>Provide a completed and signed petty cash slip for all withdrawals. Attach documentation of purchases.</p> <p>Record all transactions on the petty cash ledger as they occur.</p>	At all times
3	Operations Coordinator	Forward all documentation to accounting team for recording in the accounting software.	Monthly
4	Operations	Immediately report any irregularities in the	As needed

	Coordinator	petty cash fund to the School Leader and Chief Operating Officer.	
5	Staff Member	Provide Operations Coordinator with an itemized register receipt for all purchases made with petty cash.	Within 48 hours of purchase
6	Operations Coordinator	Ensure that petty cash slips are properly completed and receipts attached.	Monthly
7	Accounting Team	Conduct unannounced counts of the petty cash.	Monthly, at irregular times
8	Accounting Team	Reconcile petty cash amount in accounting software.	Monthly

Petty cash fund reimbursement checks will be made payable to Caliber Schools. Loans will not be made from the petty cash funds.

# PURCHASING PROCEDURES

## Establishing a New Vendor

Caliber Schools is a non-profit organization and at times will be tax exempt or eligible for discounted products and services. When establishing new vendor accounts, inform vendors of our status and use our Internal Revenue Service Code Section 501(c)3, number: 46-1219795. Please note: Orders are never exempt from sales tax.

## Purchase Orders

This section covers the process for vendors that require a purchase order prior to delivering a product or service.

Step	Person Responsible	Task
1	Staff Member	Fill out purchase order form. Leave PO # box empty.
2	Authorizer	Approve and sign purchase order.
3	Staff Member	Submit PO form to accounting team.
4	Accounting Team	Add PO # to the form and email back to requesting staff member.
5	Staff Member	Email completed purchase order form back to vendor and file original until invoice is received. Include PO as part of supporting documentation when submitting the invoice for approval.

## Invoice Payments

Invoices should be reviewed and sent to the accounting team immediately upon receipt. Invoices are paid at least weekly or more frequently as needed. This section covers the process for submitting an invoice for payment.

Step	Person Responsible	Task
1	Staff Member	Identify that all goods/services billed have been received. If not, adjust invoice accordingly. Forward to accounting for submission in Concur (Caliber's invoice payment software) with all supporting documentation.
2	Accounting Team	If invoice details are complete, code invoice with budget line item(s), and forward to an approver via the Concur software.
3	Authorizer(s)	Review invoice and documentation and approve in Concur software if accurate.
4	Chief Operating Officer	Verify invoice coding and initiate payment either through the Concur software or via the Caliber

		credit card account.
5	Chief Operating Officer	Typically payments will be processed through the Concur software, but in circumstances where payments are required more quickly, the Chief Operating Officer may prepare a manual check or issue an ACH payment.
6	Accounting Team	Upload approved invoices and payments into accounting system in a timely manner (no later than 2 business days after payments are authorized/made).

### Payments Using a Caliber Schools Credit Card

Caliber Schools' preferred method is to receive an invoice from vendors and pay by ACH or check. However, a Caliber Schools credit card may be used when a vendor will not accept another form of payment. Credit Cards are to be used for business purposes only. Personal purchases of any type are not allowed.

If payment is made using a Caliber Schools credit card account, follow the process below.

Step	Person Responsible	Task	Deadline
1	Staff Member	Keep track of all itemized receipts (including refund receipts).	As purchased
2	Staff Member	Scan/send receipts to Concur software for tracking.	Within 2 days of purchase
3	Staff Member	Complete a monthly report in the Concur software that details the budget line items and description of each purchase. Attach all receipts.	Monthly
4	Authorizer	Review reports submitted by staff members and confirm accuracy. Return to accounting team.	Within 2 days
5	Accounting Team	Code activity and import into general ledger and reconcile on a monthly basis. Complete reconciliation as noted above.	Within 2 days

## INDEPENDENT CONTRACTORS (1099s)

This section refers to independent contractors, known as 1099s. These are defined as outside individuals who are contracted by Caliber to provide services and are not paid through Caliber's payroll processes for employees. Such individuals must meet the following criteria:

- A. The individual must be free from the control and direction of the Caliber in connection with the performance of the work, both under the contract for the performance of such work and in fact
- B. The individual must perform work that is outside the usual course of Caliber's business
- C. The individual must be customarily engaged in an independently established trade, occupation, or business of the same nature as the work performed for Caliber

Such individuals are typically self-employed, have no set hours, and have the freedom to render services which are not controlled by Caliber. Independent contractors also typically work for a pre-determined period of time on a specifically defined project. Prior to hiring an independent contractor, consideration will be made of in-house capabilities to accomplish services.

Step	Person Responsible	Task	Deadline
1	Caliber Staff Member that is the Hiring Party	Identifies need not available in-house, identifies an independent contractor who can provide the for services, and makes a request to the School Leader, Chief Operating Officer or Chief Academic Officer to hire an independent contractor to provide the services	As needed
2	School Leader, Chief Operating Officer, or Chief Academic Officer	Consults with HR and accounting as necessary in order to evaluate the criteria for independent contractor status. If valid, approves the request.	As needed
3	Contractor	Provides a contract outlining services to be completed.  Provides a completed W-9 to Caliber	In advance of beginning work
4	Accounting Team	Reviews W-9 and draft contract for compliance. If acceptable, forwards to appropriate signer within Caliber.	In advance of beginning work
5	Authorized Contract Signer	Signs contract with independent contractor, after which work can begin	In advance of beginning work
6	Contractor	Completes work and submits invoice(s) to hiring party.	Monthly or at completion of project
7	Hiring Party	Follows guidelines for invoices payments.	As invoices are received



## ACCOUNTS RECEIVABLE

Documentation will be maintained for accounts receivable and forwarded to the accounting team. Accounts receivable will be recorded by the accounting team in the general ledger and collected on a timely basis.

### Cash Receipts (Cash and Checks)

This section covers how to handle cash and checks received in the mail or at an event/activity where donations are received or Caliber Schools' products (i.e. uniforms) are sold.

#### Cash & Checks Received by Mail

Step	Person Responsible	Task	Frequency
1	Operations Coordinator & Office Manager	Open mail together. Count all cash and checks, and record amount.	Daily
2	Office Manager	Create a deposit summary of all cash and checks received, itemizing the amount, source, and purpose of each payment. Sign and date the summary.  Give the cash, checks, and deposit summary to the Operations Manager, along with original count done together.	Daily
3	Operations Coordinator	Count the funds and verify amount matches original count, and enter the amounts in the appropriate ledger.  Sign and date the summary, and provide budget codes for the deposits.	Daily
4	Operations Coordinator	Endorse all checks with the school deposit stamp, containing the following information: "For Deposit Only; Caliber Schools; Bank Name; Bank Account Number, Date Received by the School."	As received
5	Operations Coordinator	Securely lock the funds in a locked box, placed in a drawer, file cabinet or safe, along with the deposit summary.	Daily
6	Operations Coordinator	Empty lockbox and deposit all cash and checks. Keep copy of receipt in files with deposit summary for monthly reconciliation.	Twice per Week
7	Operations Coordinator	Send copy of all deposit receipts and deposit summaries to accounting team.	Weekly

## Cash & Checks Received at Events

Step	Person Responsible	Task	Timing
1	Operations Coordinator or School Leader	Designate a staff member as the Cashier responsible for collecting and holding all cash and checks for the purpose of an individual activity or for sales made at the school.	In advance of event.
2	Cashier	Record each transaction in a receipt book at the time the transaction is made.  Provide a copy of the receipt to the donor/customer.	At transaction
3	Cashier	Create a deposit summary of all cash and checks received. Sign and date the summary.  Give the cash, checks, receipt book, and deposit summary to the Operations Manager.	End of Event
4	Operations Coordinator & Cashier	Count the deposit and verify the accuracy of the deposit summary together.  OM: sign and date the summary, and provide budget codes for the deposits.	End of Day
5	Operations Coordinator	Endorse all checks with the school deposit stamp, containing the following information: "For Deposit Only; Caliber Schools; Bank Name; Bank Account Number, Date Received by the School."	End of Day
6	Operations Coordinator	Securely lock the funds in a locked box, placed in a drawer, file cabinet or safe, along with the deposit summary.  Enter amounts in the ledger for the appropriate account.	Daily
7	Operations Coordinator	Empty lockbox and deposit all cash and checks. Keep copy of receipt in files with deposit summary for monthly reconciliation.	Twice per Week
8	Operations Coordinator	Send copy of all deposit receipts and deposit summaries to accounting team.	Weekly

## Returned Check Policy

A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by the Chief Operating Officer, payment of the NSF check and processing fee must be made by money order or certified check.

In the event that a second NSF check is received for any individual, in addition to the processing

fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.

In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Chief Operating Officer and/or Governing Board.

If unsuccessful in collecting funds owed, Caliber Schools may initiate appropriate collection and/or legal action at the discretion of the Chief Operating Officer and/or Governing Board.

## Receiving Credit Card Payments

This section covers how to handle credit card payments in person. No credit card information should be provided or accepted over the phone.

Step	Person Responsible	Task	Timing
1	Operations Coordinator or School Leader	Designate a staff member as the Cashier responsible for accepting credit card payments for the purpose of an individual activity or for sales made at the school.  Provide Cashier with a Square and with smart phone or tablet designated to receive credit card transactions.	In advance of event.
2	Cashier	Enter amount of sale, swipe card, and hand device to customer to approve the charge.  On a separate document, enter item(s) purchased and sale amount, to create a deposit summary.	At time of transaction
3	Cashier	Deposit summary should show all credit card transactions received. Total the amount, sign and date the summary  Give deposit summary to Operations Manager.	End of Event
4	Operations Coordinator	Keep deposit summary on file for monthly reconciliation and submit copy to accounting.	Weekly
5	Chief Operating Officer	Submit copies of Square credit emails to accounting team for reconciliation.	Weekly
6	Accounting Team	Match deposit summary, Square credit emails and funds received in checking account. Research any discrepancies.	Weekly

## PAYROLL

All Caliber Schools staff on payroll must comply with state law requirements before being hired or assigned to Caliber Schools' payroll system. School Leaders are responsible for working with Human Resources to manage the formal hiring process at their schools. No hiring decisions shall be made without first getting approval and support from the network services team. Please refer to the Caliber Staff Handbook for hiring process, and managing vacation and sick leave.

### **Payroll Submission Procedure**

Caliber Schools uses Paychex for payroll, submits payroll online. Payroll is submitted by Human Resources and approved by the Chief Operating Officer.

### **Payroll Distribution**

It is the preferred method of Caliber Schools to disburse payroll via direct deposit. Direct deposit statements and W-2 forms will be available to all staff online through Paychex.

### **Payroll Taxes and Filings**

Paychex will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries, along with the state and federal quarterly and annual payroll tax forms. The Chief Operating Officer will review the forms before the payroll vendor submits them to the respective agencies.

### **Record Keeping**

All payroll records will be maintained by the payroll vendor for seven years or longer if otherwise required by law.

## EXPENSE REIMBURSEMENTS

### Employee Business and Travel Reimbursements

At times, Caliber Schools staff are asked to travel or have to purchase work related items using their own cash or credit cards. Business and travel expenses will be reimbursed for pre-approved expenses consulted and approved by the School Leader, Chief Academic Officer, or Chief Operating Officer.

This section covers the process for submitting an expense or travel reimbursement

Step	Person Responsible	Task	Timing
1	Staff Member	Keep track of all itemized receipts (including refund receipts). Non-itemized receipts or expenses over \$5 without receipts will not be reimbursed.	As purchased
2	Staff Member	Complete expense reimbursement form through the Concur expense processing software and attach receipts for all charges.	Monthly, as necessary
3	Authorizer	Review reimbursement form and approve it via the Concur expense processing software.	Within 2 days
4	Accounting Team	Review reimbursement requests and prepare a summary for HR to process via payroll.	Semi-monthly
5	HR	Include payments in payroll.	Semi-monthly
6	Accounting Team	Enter into accounting software and reconcile monthly as per above	Monthly

Expense reports will be processed semi-monthly as part of the payroll process. For travel reimbursements policies and limits, refer to the travel reimbursement policy in the appendix.

### Volunteer Expenses

All volunteers will submit a purchase request to the School Leader, Operations Coordinator, or Chief Operating Officer for all potential expenses. Only items with prior written authorization from the such authorizer will be paid/reimbursed. Reimbursements for volunteers will be processed by the Operations Coordinator at the school out of funds in the school level bank accounts.

### Governing Board Expenses

The individual incurring authorized expenses while carrying out the duties of Caliber Schools will complete and sign an expense report.

The Chief Operating Officer will approve and sign the expense report, and submit it to the accounting team for payment.

## FINANCE

### Financial Reporting

The Chief Operating Officer will prepare the annual financial budget in consultation with School Leaders for approval by the Board of Directors.

The Chief Operating Officer will share reports with the Board of Directors electronically, and update the Board more formally at each meeting of the Board. If necessary, action will be taken to adjust the budget and/or expenditures based on these reports.

The accounting team and Chief Operating Officer will provide the Chief Executive Officer and/or Board of Directors with additional financial reports, as needed.

### Loans

The Chief Operating Officer and the Governing Board will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.

Once approved, a promissory note will be prepared and signed by the Chief Operating Officer before funds are borrowed.

Employee loans are not allowed.

### Financial Institutions

All funds will be maintained at a high quality financial institution. All funds will be maintained or invested in high quality, short maturity, and liquid funds. Evidence will be maintained on a secure, backed-up server or secure online host for all financial institution transactions.

### Retention of Records

Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary fiscal documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or Chief Operating Officer, certain documentation may be maintained for a longer period of time.

Financial records will be shredded at the end of their retention period.

Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

## RESERVES /INSURANCE/LIABILITIES/ASSETS

### Funds Balance Reserve

Every effort will be made to maintain a funds balance reserve of at least 3% of the total unrestricted General Funds revenues in the first four years of operation. By the fourth year, Caliber Schools will seek to maintain a funds balance reserve of at least 5% of the total unrestricted General Funds revenues.

### Insurance

The Chief Operating Officer will ensure that appropriate insurance is maintained at all times with a high-quality insurance agency.

The Chief Operating Officer will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.

The Chief Operating Officer will carefully review insurance policies on an annual basis, prior to renewal.

Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition, MOUs with authorizers, and contracts entered into by Caliber.

### Asset Inventory

An depreciable asset is defined as all items, purchased or donated, with a value of \$5,000 or more and with a useful life of more than one year.

The accounting team will maintain files of all receipts for purchased assets, including depreciable assets, as well as non-capitalized assets with a purchase price of between \$1,000 and \$5,000.

The network services team will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets. The Chief Operating Officer will immediately be notified of all cases of theft, loss, damage or destruction of assets.

The network services team will work with the school-based Operations Manager to take a physical inventory of all assets within 90 days of the end of each fiscal year, indicating the condition and location of the asset.

The Chief Operating Officer will submit to the accounting team written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.

## Annual Financial Audit

The Governing Board will annually appoint an audit committee to select an auditor by March 1 prior to year-end (June 30th).

Any persons with expenditure authorization or recording responsibilities within the Caliber network may not serve on the committee.

The committee will annually contract for the services of an independent certified public accountant on the State of California's approved list to perform an annual fiscal audit. The audit shall include, but not be limited to:

- An audit of the accuracy of the financial statements;
- An audit of the attendance accounting and revenue accuracy practices;
- An audit of the internal control practices;
- An audit of any other items required by the California Department of Education.

Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors and the charter-granting agency.

All documentation related to financial matters will be completed by computer or ink.



## Appendix A – Travel Policy

Employees who travel on behalf of Caliber Schools in order to fulfill their work duties or to attend workshops, conferences, or other employment-related activities, will be reimbursed for qualified expenses incurred. To most effectively allocate limited resources where they are most needed, we encourage all staff to spend only as absolutely necessary on travel.

The following policy is intended to address the vast majority of travel expenses incurred by Caliber Schools staff in their work-related travel. In the event that exceptions are required due to the unique nature of the work-related purpose of the trip or the specific location to which the staff member is traveling, the staff member must get prior approval from their supervisor prior to incurring expenses outside this policy. Supervisors are responsible for exercising prudent judgment in evaluating such requests and encouraged to discuss them with the Chief Operating Officer or Chief Academic Officer if they have any doubt about the appropriateness of the request.

All reimbursement claims must be supported by the original, itemized receipts, or in the case of mileage, tolls, and public transportation, by print outs of maps and fare schedules. If for some reason, obtaining a receipt is not possible, contact the Chief Operating Officer.

### **General Travel Requirements**

The employee requesting to travel on behalf of Caliber Schools must work with his/her supervisor to determine whether the benefit from the travel to both the employee and to Caliber Schools will outweigh anticipated costs of the travel, including how the employee's absence will affect teammates, students and upcoming deadlines. All efforts should be made to explore alternatives such as participation by phone or videoconference, and availability of local programs or training opportunities.

Employees with job duties that require regular travel within the Bay Area are not required to request approval in advance of travel. Again, efforts should be made to explore alternative participation methods as often as possible to minimize expense to Caliber Schools.

### **Long-Distance or Multi-Day Travel**

When an employee travels for professional development opportunities, conferences or workshops that will require an absence from his/her worksite for more than one day, the following expenses may be eligible for reimbursement:

- Meals and non-alcoholic drinks;
- Transportation to and from the airport and/or hotel;
- Overnight hotel fees and taxes;
- Mileage to and from the airport or hotel, if driving yourself;
- Parking.

### **Non-reimbursable expenses:**

- Alcoholic beverages
- Entertainment (movie, purchases/rental, plays, concerts, etc.)
- Additional expenses incurred in the accommodation of an employee's non-Caliber related

travel plans (e.g. extra hotel nights, additional stopovers, meals, increased fares to accommodate a different flight schedule, etc.)

- Expenses associated with travel of an individual's spouse, family or friends

### **Air Travel Reimbursement**

Air travel reservations should be made as far in advance as possible in order to take advantage of reduced fares. Flights must be reviewed by the employee's supervisor before booking to ensure costs are reasonable, appropriate, and within budget.

### **Lodging Reimbursement:**

Maximum allocation for lodging is \$150.00 per night unless otherwise approved by the School Leader, Chief Academic Officer, or Chief Operating Officer. In cases where lodging costs are anticipated to be higher than \$150.00 per night, the School Leader, Chief Academic Officer, or Chief Operating Officer may consider the cost of staying in the city in which the hotel is located and proximity to other venues on the individual's itinerary in determining reasonableness. When requesting rates at hotels, always ask for discounts and rates available for public school employees.

### **Parking Reimbursement**

In cases where an employee is required to drive, parking will be reimbursed at a reasonable rate based on the location to which the employee is travelling.

### **Car Rentals Reimbursement**

Should an employee's travel require a car rental and refueling cost, the employee must receive prior approval from the School Leader, Chief Academic Officer, or Chief Operating Officer. Caliber Schools will not reimburse employees for rental car insurance fees, upgrades, and navigation features, and employees are expected to carry their own insurance. Reimbursement for gas is allowable on car rentals only, with the proper receipts.

### **Mileage Reimbursement**

Reimbursement for work-related travel using an employee's personal automobile will be made according to the IRS-published mileage reimbursement rate. Employees must submit a print out of the most direct travel directions between the start and end points of traveling along with a request for reimbursement. In calculating mileage, employees should subtract their daily cost of commute in adherence with Caliber's Multi-Campus Travel Policy published by Caliber Schools and provided to employees.

### **Meals Reimbursement**

When an employee is required to travel for more than one day, meals will be reimbursed up to \$65 per day unless otherwise approved by the School Leader or Chief Academic Officer or Chief Operating Officer. Itemized receipts are required for all meals. Alcoholic beverages and meals for companions will not be reimbursed.

### **Travel Expense Report**

All reimbursement forms and receipts must be submitted within 30 days of the event or travel. Receipts that are submitted after 30 days travel may not be reimbursed. Please contact accounting for instructions on how to complete the necessary forms.

