

SECTION 1 : AGENDA
MEETING OF THE CALIBER PUBLIC SCHOOLS BOARD OF DIRECTORS MEETING
Monday, October 18, 2021 from 4:00 PM to 5:00 PM

4:00 PM	Call to Order	J Moses
	<ul style="list-style-type: none">• Roll call, establish quorum and meeting norms• Review and approve the agenda for the meeting	
	Board Finding Related to Criteria for Conducting Business Virtually	J Moses
	A. Discussion & Action Items	J Moses
	A1. Criteria for Conducting Business by Teleconference	
	<ul style="list-style-type: none">• Action Item: Teleconferencing during State of Emergency Declaration under AB 361	
	B. CEO Update	T Johnson
	B1. Staff Updates	
	C. Review/Approval of Consent Items	J Moses
	C1. Beta Academy ESSER III Expenditure Plan	
	C2. ChangeMakers Academy ESSER III Expenditure Plan	
	C3. Independent Study Board Policy	
	C4. English Learner Identification, Reclassification, and Monitoring Procedures	
5:00 PM	Adjourn	J Moses

MEETING DETAILS:

Day and Time: Monday, October 18, 2021, at 4:00 PM to 5:00 PM (Pacific)

Dial-In: **Topic:** October Special Board Meeting

Join Zoom Meeting:

<https://caliberschools.zoom.us/j/89997088105?pwd=SlZhRFp3UXVCM1JodW1FTVA2aDlDUT09>

Meeting ID: 899 9708 8105

Password: 164523

Dial by your location: +16699006833

PRE-READING PACKET TABLE OF CONTENTS
Caliber Public Schools Board of Directors Meeting
October 18, 2021

SECTION 1 : MEETING DETAILS & AGENDA

SECTION 2 : ADVANCE DISCUSSION MATERIALS

These materials are related to specific discussion and decision items at the upcoming meeting.

Item	Document	Description	Page
A1.	Criteria for Conducting Business by Teleconference	The Governor signed AB 361 that revises the requirements for conducting board meetings via teleconference, effective October 1, 2021, through January 1, 2024, provided that a State of Emergency has been declared by the Governor and the charter school board makes a finding during each teleconference meeting that conditions meeting the AB361 requirements continue to apply. This document provides background information related to the findings the Board is asked to adopt.	
B1.	CEO/Staff Updates	The CEO will provide Network updates to the board.	

SECTION 3: CONSENT CALENDAR ITEMS FOR APPROVAL

These materials are proposed by staff for Board approval as a package. They will not be discussed and voted on individually unless the Board elects to take them up individually.

Item	Document	Description	Page
C1.	Beta Academy ESSER III Expenditure Plan	The Board approved an ESSER III Expenditure plan for Beta Academy and ChangeMakers Academy in September. Upon CCCOE staff review, it was recommended that changes be made to the section entitled “Ensuring Interventions are Addressing Student Needs” to more directly articulate what metrics would be used to evaluate each planned activity. This revised plan incorporates the feedback from CCCOE.	
C2.	ChangeMakers Academy ESSER III Expenditure Plan	See item B1. above. Staff has updated the “Ensuring Interventions are Addressing Student Needs” of the ChangeMakers Academy ESSER III Expenditure Plan to more directly articulate what metrics would be used to evaluate each planned activity as well.	
C3.	Independent Study Board Policy	The Board approved a new Independent Study Policy for the 2021-22 school year in September. Since that time, AB 167 was signed into law, which included changes in independent study requirements that require additional changes to Caliber’s	

Caliber



		Independent Study Policy. The proposed policy here includes the AB 167 required changes.	
C4.	English Learner Identification, Reclassification, and Monitoring Procedures	<u>Reclassification Criteria Revision</u> Board approval to adjust our second criteria for reclassification. Students must score a 4 on ELPAC. We would like to revise the second piece of criteria on MAP from the 50th percentile to the 40th percentile. We want to be able to reclassify more students who they have greater opportunity in high school and beyond.	

A young boy with dark skin and curly hair is smiling broadly, wearing a bright blue zip-up hoodie. He is standing on a green outdoor court, possibly a tennis court, with a white line visible on the ground. In the background, the lower legs and feet of another person are visible, suggesting an active environment. The overall scene is bright and positive.

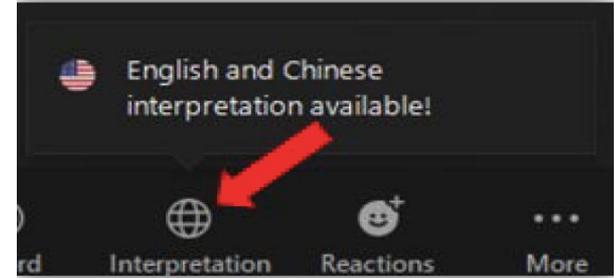
*October 18, 2021
Special Board Meeting*



Call to Order

Interpretation Feature

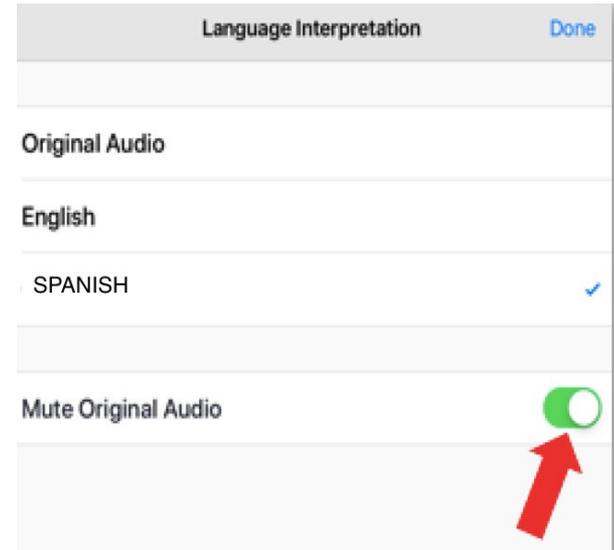
1. LEP participants must click the “Interpretation” button in the toolbar and will be presented with the audio-channel options menu for English and the foreign language.



1. Mute Original Audio Feature: The “Original Audio” refers to the audio signal from the other language channel. For example, when in the English channel, you may hear the foreign language at a lower volume and vice versa.

Selecting “Mute Original Audio” mutes the other audio channel so you only hear the selected language.

If not selected, both channels remain active (audible). For example, the LEP participant in the Chinese channel may also hear the English channel at a slightly lower volume.



Agenda Approval

SECTION 1 : AGENDA
MEETING OF THE CALIBER PUBLIC SCHOOLS BOARD OF DIRECTORS MEETING
Monday, October 18, 2021 from 4:00 PM to 5:00 PM

4:00 PM	<p>Call to Order</p> <ul style="list-style-type: none"> • Roll call, establish quorum and meeting norms • Review and approve the agenda for the meeting <p>Board Finding Related to Criteria for Conducting Business Virtually</p> <p>A. Discussion & Action Items</p> <p>A1. Criteria for Conducting Business by Teleconference</p> <ul style="list-style-type: none"> • Action Item: State of Emergency Declaration under AB 361 <p>B. CEO Update</p> <p>B1. Staff Updates</p> <p>C. Review/Approval of Consent Items</p> <p>C1. Beta Academy ESSER III Expenditure Plan</p> <p>C2. ChangeMakers Academy ESSER III Expenditure Plan</p> <p>C3. Independent Study Board Policy</p> <p>C4. English Learner Identification, Reclassification, and Monitoring Procedures</p>	<p>J Moses</p> <p>J Moses</p> <p>J Moses</p> <p>T Johnson</p> <p>J Moses</p>
5:00 PM	Adjourn	J Moses



*Criteria for conducting business by
Teleconferencing*

Teleconferencing AB 361

The Governor signed AB 361 that revises the requirements for conducting board meetings via teleconference, effective October 1, 2021, through January 1, 2024, provided that a State of Emergency has been declared by the Governor and the charter school board makes certain findings during each teleconference meeting.

The following applies:

1. state or local officials have imposed or recommended measures to promote social distancing;

Action Item(s):

- Staff is recommending the board to continue to hold board meetings via teleconference in compliance with AB 361.

Reminder:

Please state your name before you motion.

SECTION 2 : ADVANCE DISCUSSION MATERIALS

A1.1 Criteria for Conducting Business by Teleconference



Criteria for Conducting Business by Teleconference

The Governor signed AB 361 that revises the requirements for conducting board meetings via teleconference, effective October 1, 2021, through January 1, 2024, provided that a State of Emergency has been declared by the Governor and the charter school board makes certain findings during each teleconference meeting.

AB 361 requires at least 1 of the following 3 conditions be met -

1. **state or local officials have imposed or recommended measures to promote social distancing;** or
2. the meeting is for the purpose of determining, by a majority vote, whether as a result of the state of emergency, meeting in person would present imminent risks to the health or safety of attendees; or
3. **the body has determined, by a majority vote, that, as a result of the state of emergency, meeting in person would present imminent risks to the health or safety of attendees.**

If one of the 3 conditions is met, the board may conduct meetings via teleconference so long as such meetings are held in compliance with certain procedural safeguards, including the following:

- Meet the standard notice and posting requirements contained in the Brown Act; and
- Allow the public to access the meeting and give notice for how the public can access the meeting and provide public comment; and
- Identify and include in the agenda an opportunity for all persons to attend via call-in or an internet-based service option; and
- Conduct teleconference meetings in a manner that protects the statutory and constitutional rights of the parties and the public appearing before the charter school board; and
- Provide a public comment period where the public can address the charter school board directly in real-time and allow for public comment up until the period is closed; and
Prohibition on any limitation of public comments to only those submitted in advance of the meeting; and
- In the event of a disruption that prevents the charter school from broadcasting the meeting or that prevents members of the public from offering public comment, the legislative body is prohibited from taking action on items appearing on the meeting agenda until public access to the meeting via the teleconferencing option is restored.

If a state of emergency remains in place, the charter school board must make the following findings every 30 days to conduct meetings via teleconference:

(A) The legislative body has reconsidered the circumstances of the emergency; and

(B) Either of the following circumstances exists:

- (1) the state of emergency continues to directly impact the ability of board members to meet safely in person, or
- (2) State or local officials continue to impose or recommend social distancing measures.

SECTION 2 : ADVANCE DISCUSSION MATERIALS

B1.1 Staff Updates



CEO/Staff Updates



*Caliber High School
Update*

We are moving forward in Vallejo

- Likely public hearing date: November 3
 - **You're invited** to ChangeMakers for a viewing party
- Likely vote date with VCUSD: December 15
- Prop 39 preparations underway
- Visit with Dr. Latyna Young on 9/30
 - School Tour
 - Visit with Caliber parents





COVID-19 Update

COVID-19 Reported Cases since (8/16)

SCHOOL	STUDENTS	STAFF
CMA	6	1
CBA	13	2
TOTAL	19	3

Data collected on 10/13/21

Updates

- We have seen a continued low amount of reported Covid-19 cases.(transmissions continue to be traced to off campus activity)
- Covid Response Coordinators have been hired at both campuses (2 per campus)
- Grapefruit Covid Testing has begun with a goal of testing at least 10% of our student population weekly by Nov.15th.

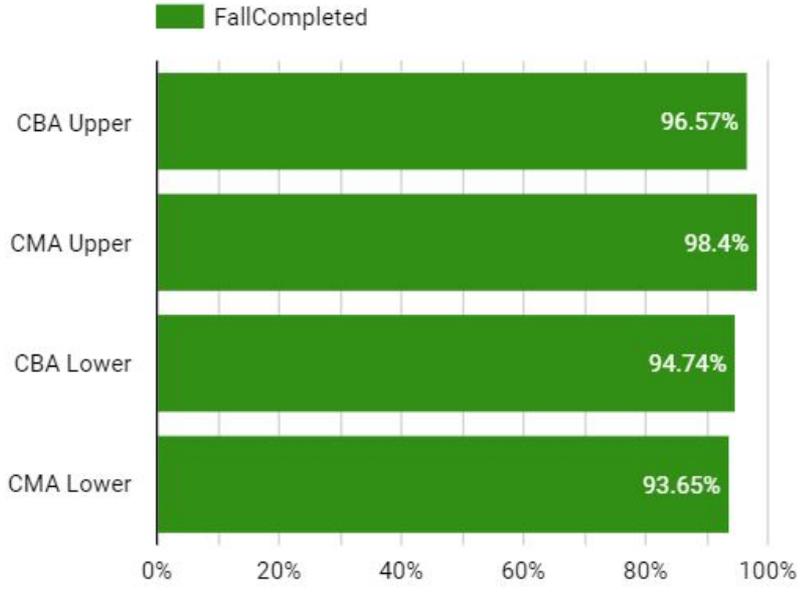
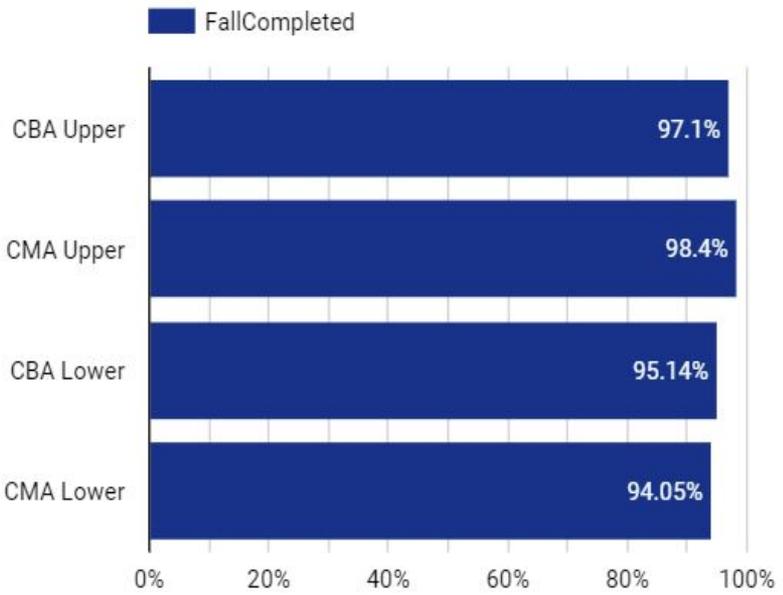
A photograph of four students sitting at a long, light-colored table in a classroom. From left to right: a boy in a blue patterned hoodie with 'adidas' on it, a boy in a maroon hoodie, a boy in a light blue polo shirt, and a girl in a light green hoodie. They are all looking towards the camera. There are four black Chromebooks on the table, each with a 'Caliber' sticker. A whiteboard is visible in the background.

Fall MAP Results

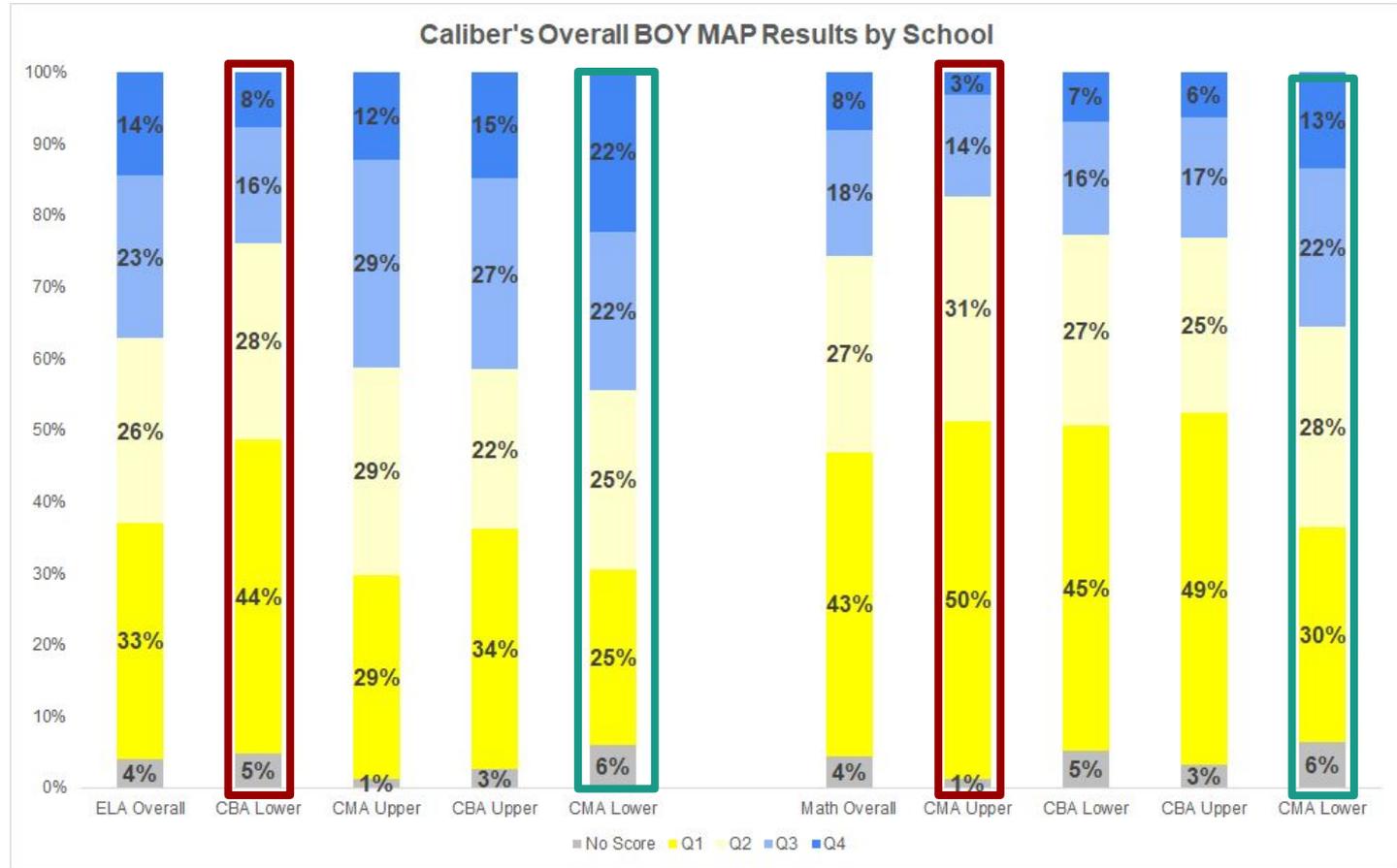
Caliber's upper school's surpassed their ELA targets! CBA Lower was close to its targets and CMA Lower missed its targets.

ELA COMPLETION BY SCHOOL

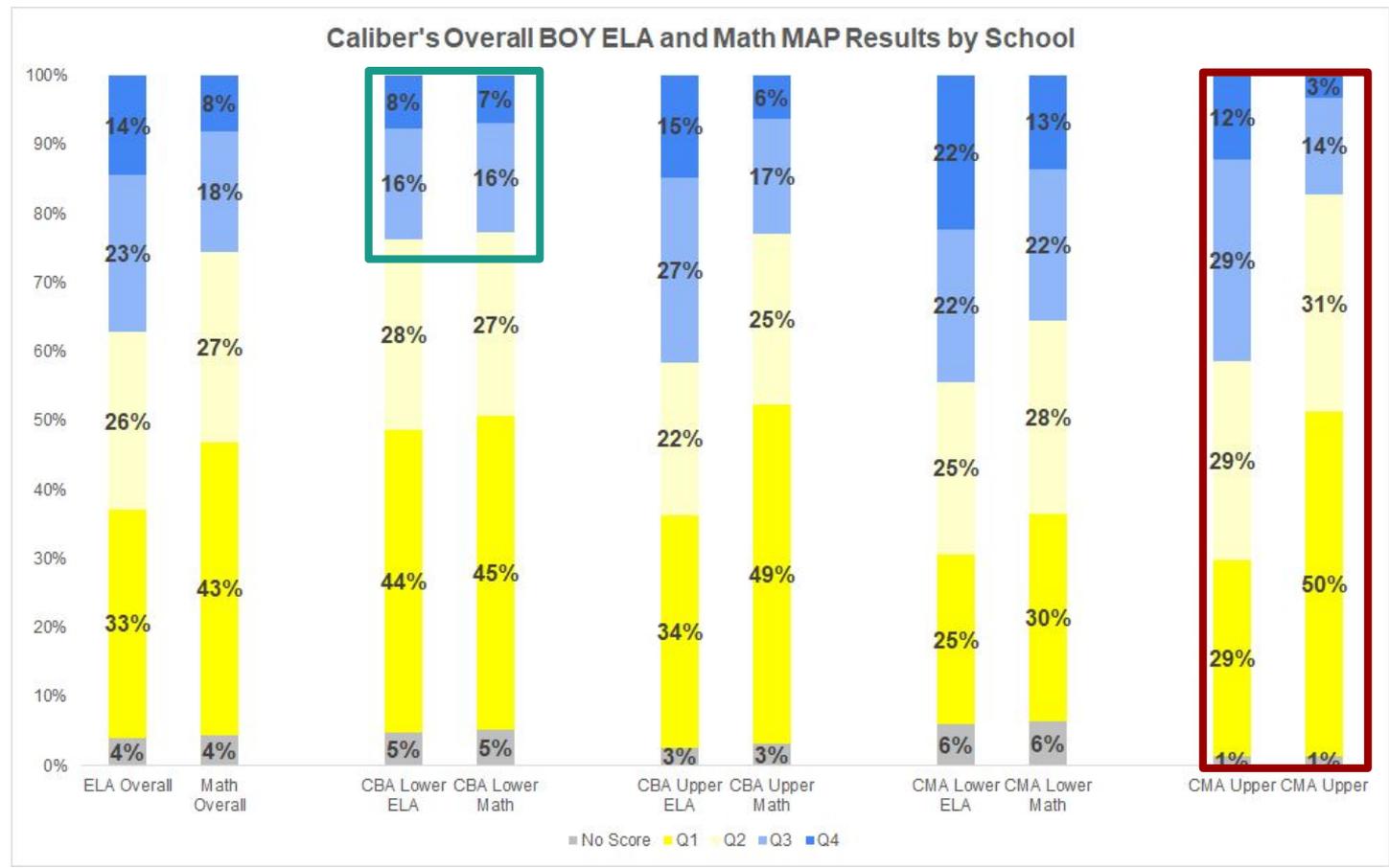
MATH COMPLETION BY SCHOOL



CMA Lower has the greatest proportion of students at grade level (44% in ELA and 35% in math) compared to the other schools. CBA Lower is the most challenged in ELA and CMA upper is the most challenged in math.

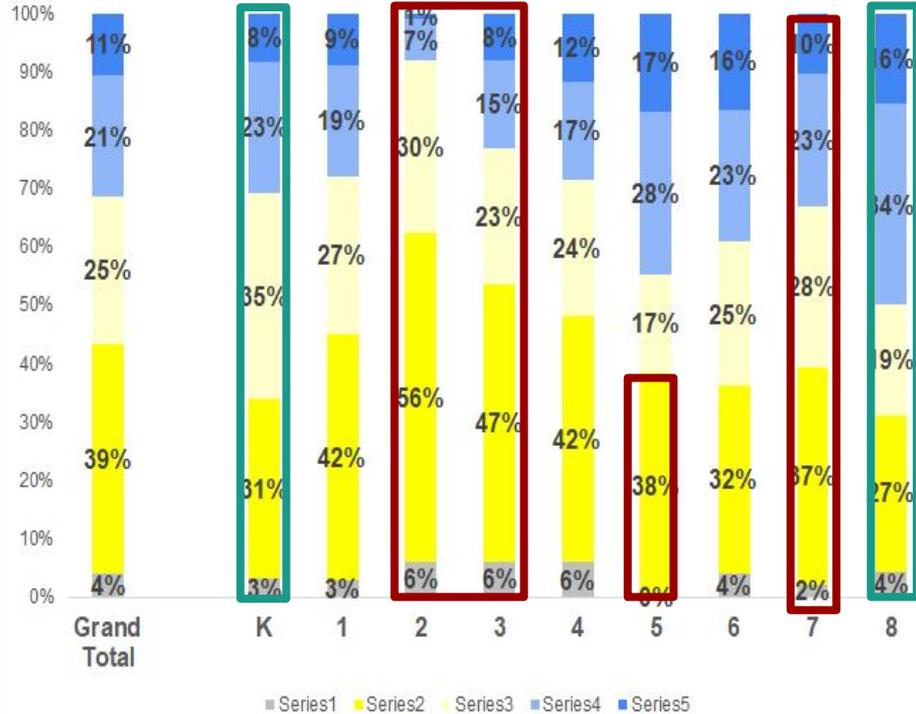


Overall, Caliber is starting the year with students stronger in ELA (37% at grade level) compared to math (26% at grade level). CbA Lower has the smallest gap between the subjects and CMA Upper has the largest gap.

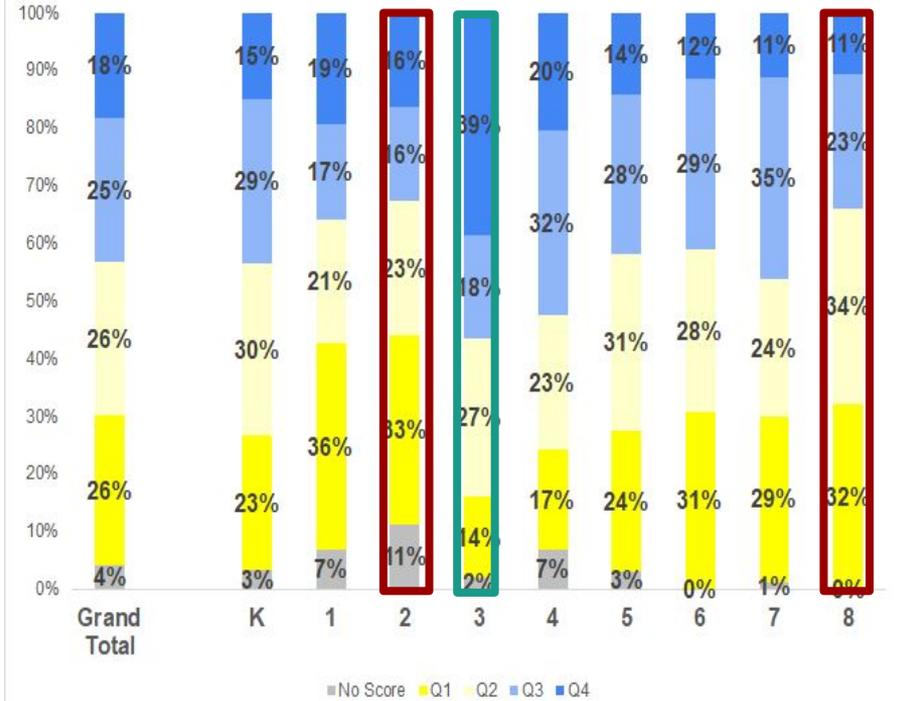


The proportion of students at grade level varied widely across schools and grade in ELA. The 2nd graders at each school are starting the year relatively challenged compared the other grades.

CBA's BOY ELA MAP by Grade

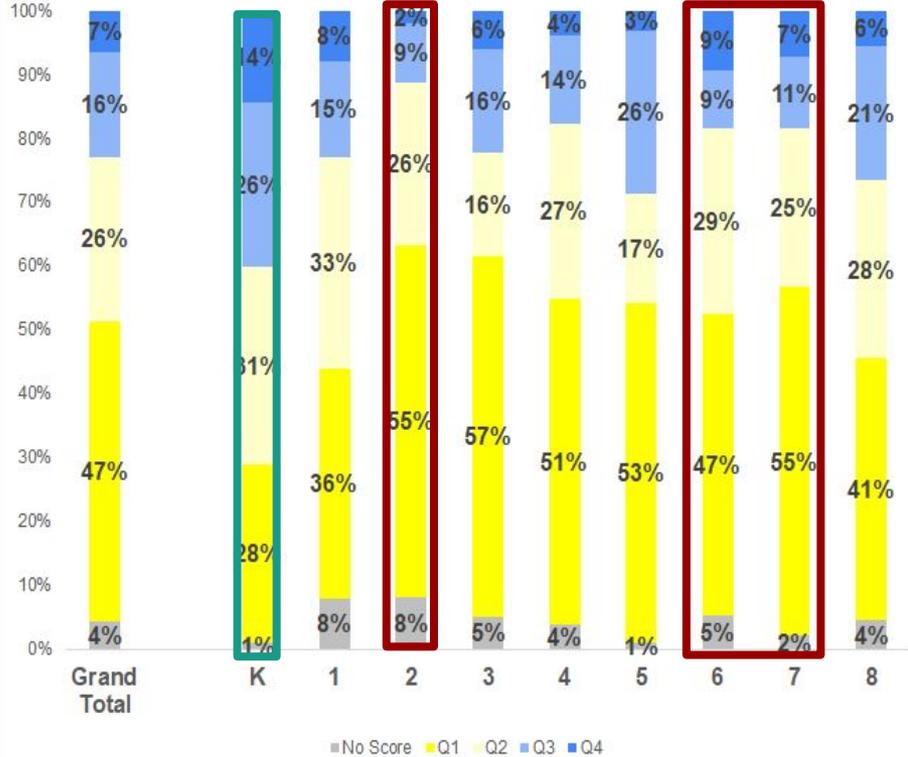


CMA's BOY ELA MAP by Grade

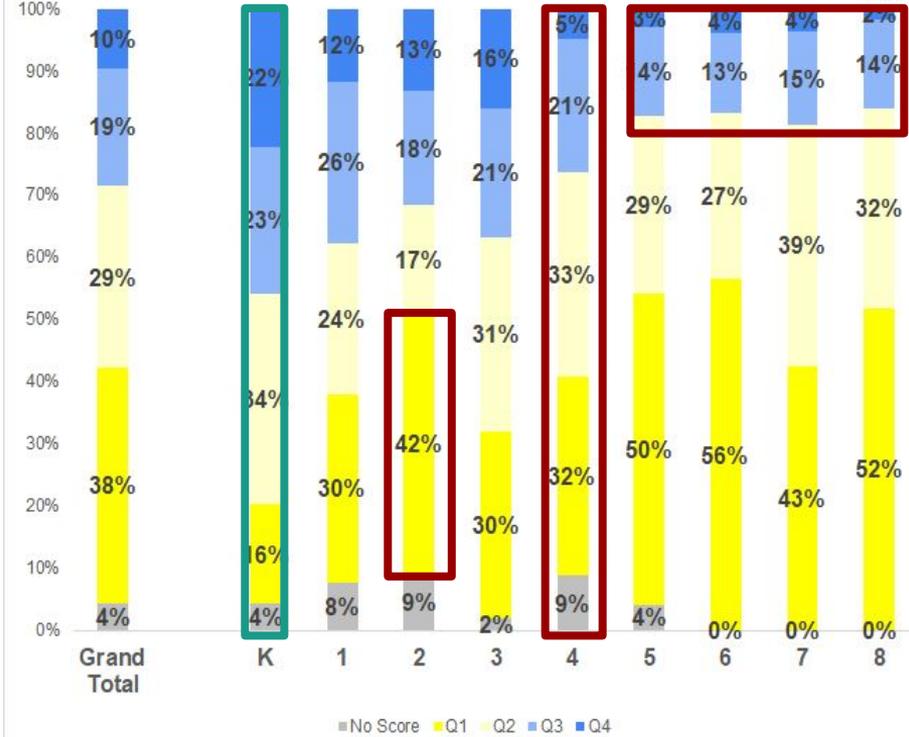


The proportion of students at grade level varied widely across schools and grade in Math. The kindergarten cohort at both schools was most likely to be at grade level.

CBA's BOY Math MAP by Grade



CMA's BOY Math MAP by Grade

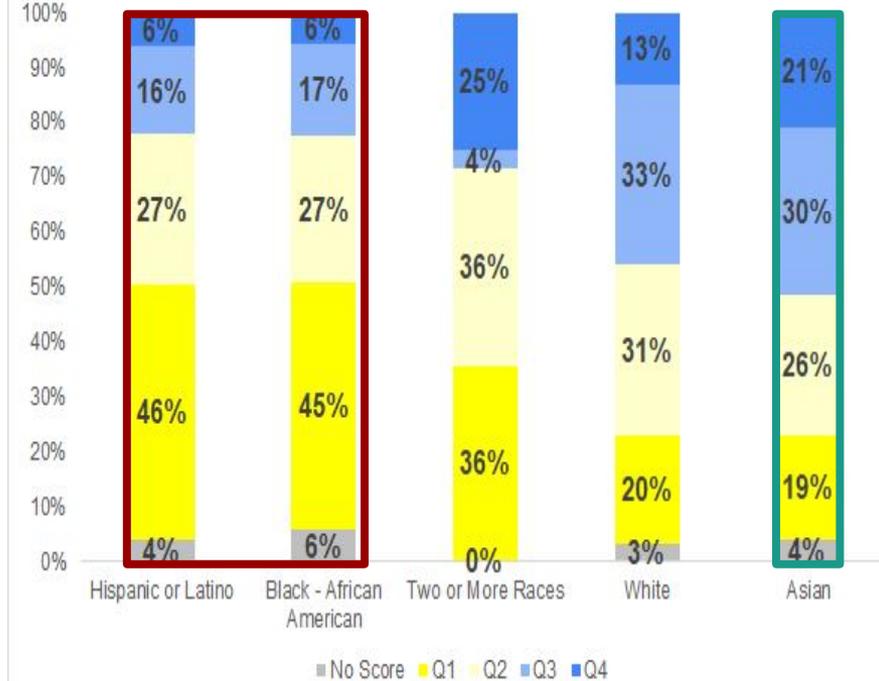


Caliber's Asian students are more than twice as likely to be on grade level than its Latino and African American students in both ELA and Math. The school's Latino student subgroup is the most challenged, particularly in ELA.

Caliber's BOY ELA MAP by Ethnicity



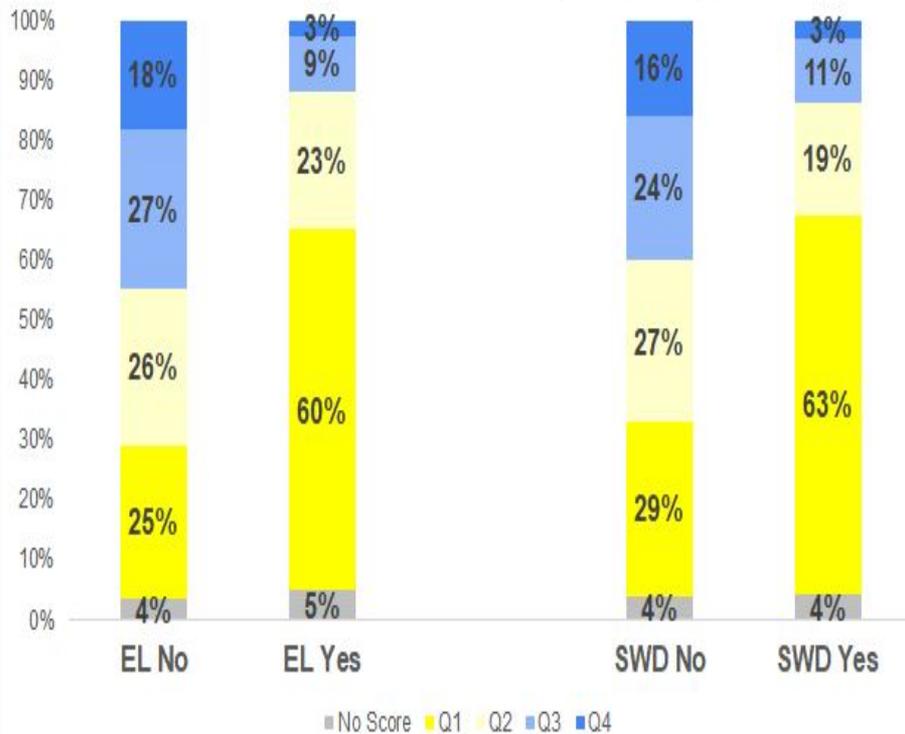
Caliber's BOY Math MAP Results by Ethnicity



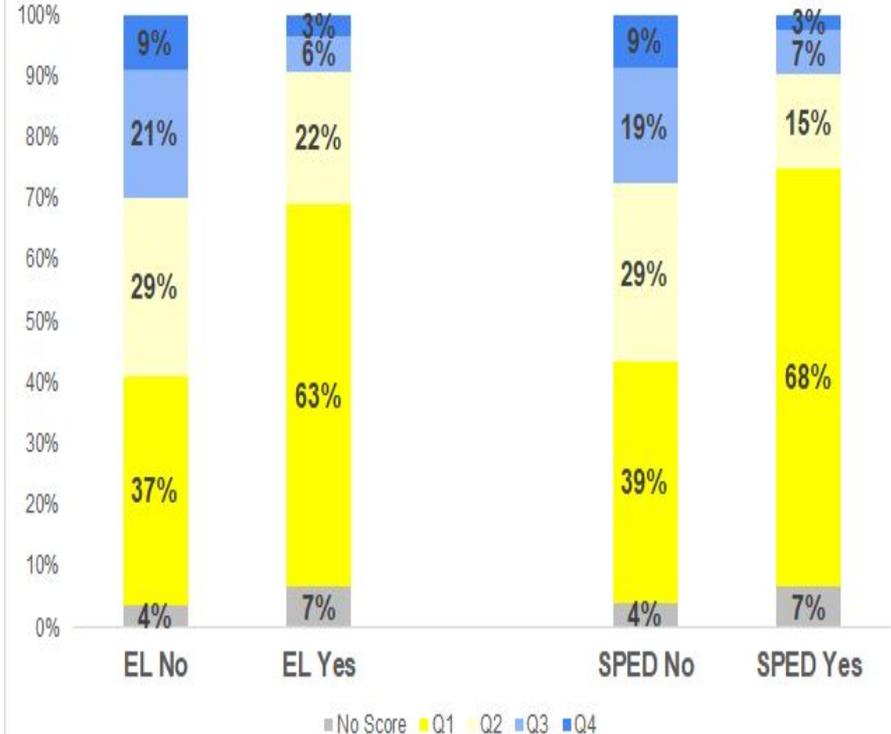
*Note this visual only includes student groups with at least 20 members. See the Data Studio reports to see the performance of all student groups.

Overall and across all schools, Calibers ELs and SWDs are starting the year lower than their English Proficient and abled peers. The results suggest Caliber has English Learners who may qualified for redesignation.

Caliber's ELA BOY MAP by Subgroup

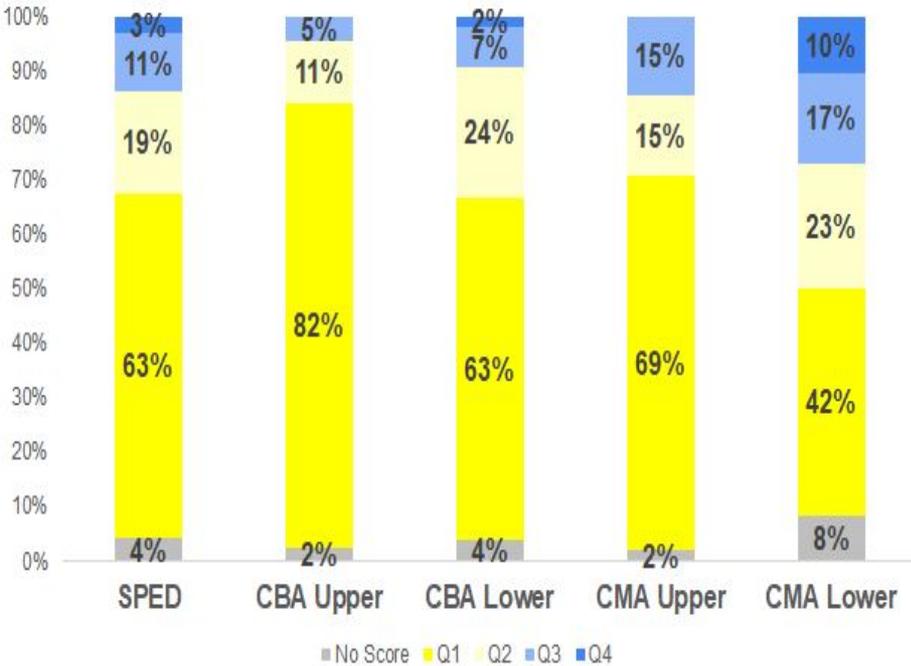


Caliber's Math BOY MAP by Subgroup

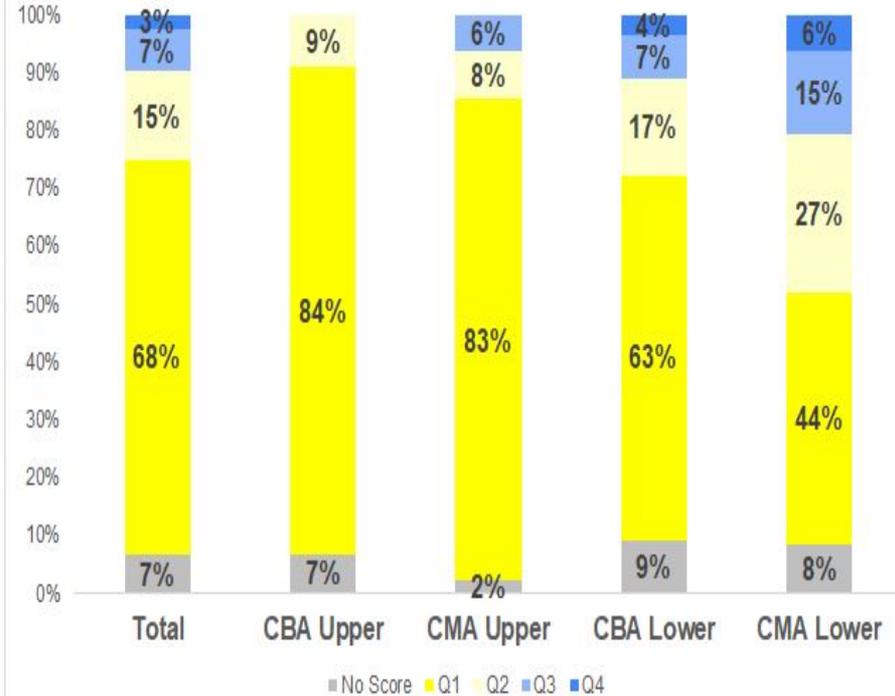


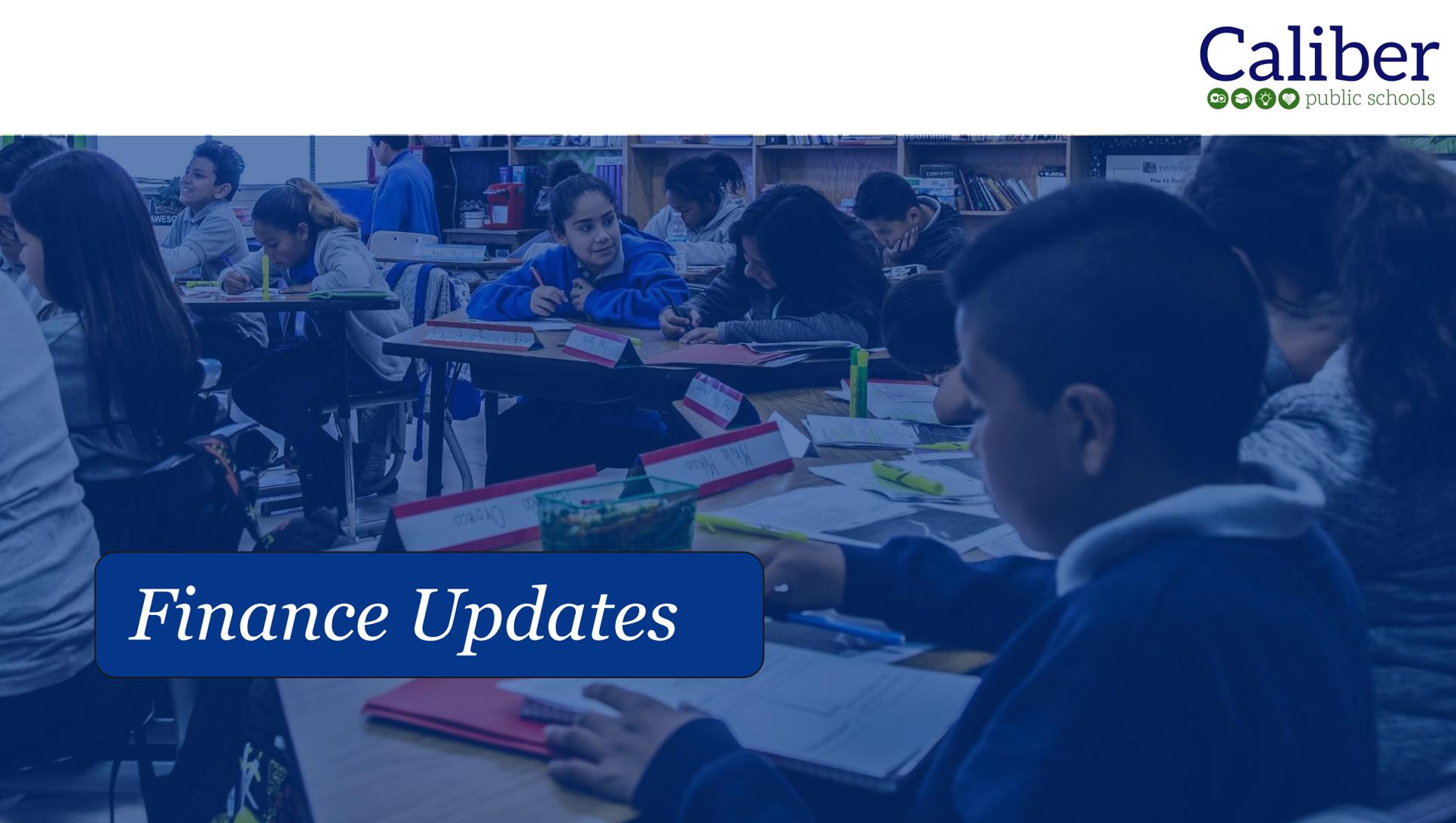
The proportion of students with disabilities scoring above grade level varies considerably by school. CBA Upper has a much lower proportion of students with disabilities than CMA Upper in both ELA and math. Why is this the case?

Caliber's ELA BOY MAP for SWD by School



Caliber's Math BOY MAP For SWD by School





Finance Updates

Rocky Start Will Impact Budgets Significantly

	Budget	Actual	Gap
Enrollment			
• Beta	915	889	-26
• ChangeMakers	870	836	-34
Free & Reduced Price Meal %			
• Beta	75%	59%	-16%
• ChangeMakers	70%	59%	-11%
Attendance %			
• Beta	93%	90%	-3%
• ChangeMakers	93%	88%	-5%

- We continue to experience a rocky start to 2021-22 across most operating metrics
- COVID-response efforts been all-consuming in terms of staff time and attention, which has made it challenging to maintain our normal level of effort in other areas
- Shortfalls in operating metrics will have a materially negative impact on revenue for this year - currently forecasted as a reduction in revenues of roughly **\$750k per school**
- Revenue losses will be partially offset by cost savings in various areas
- We are still working through options for how best to address the revenue shortfall while protecting programming

SECTION 3 : CONSENT CALENDAR ITEMS

Items For Approval

The following items are proposed by staff for Board approval:

Item	Document	Description
C1.	Beta Academy ESSER III Expenditure Plan	The Board approved an ESSER III Expenditure plan for Beta Academy and ChangeMakers Academy in September. Upon CCCOE staff review, it was recommended that changes be made to the section entitled “Ensuring Interventions are Addressing Student Needs” to more directly articulate what metrics would be used to evaluate each planned activity. This revised plan incorporates the feedback from CCCOE.
C2.	ChangeMakers Academy ESSER III Expenditure Plan	See item B1. above. Staff has updated the “Ensuring Interventions are Addressing Student Needs” of the ChangeMakers Academy ESSER III Expenditure Plan to more directly articulate what metrics would be used to evaluate each planned activity as well.
C3.	Independent Study Board Policy	The Board approved a new Independent Study Policy for the 2021-22 school year in September. Since that time, AB 167 was signed into law, which included changes in independent study requirements that require additional changes to Caliber’s Independent Study Policy. The proposed policy here includes the AB 167 required changes.
C4.	English Learner Identification, Reclassification, and Monitoring Procedures	<u>Reclassification Criteria Revision</u> Board approval to adjust our second criteria for reclassification. Students must score a 4 on ELPAC. We would like to revise the second piece of criteria on MAP from the 50th percentile to the 40th percentile. We want to be able to reclassify more students who they have greater opportunity in high school and beyond.



Consent Calendar Items

C1. Beta Academy ESSER III Expenditure Plan

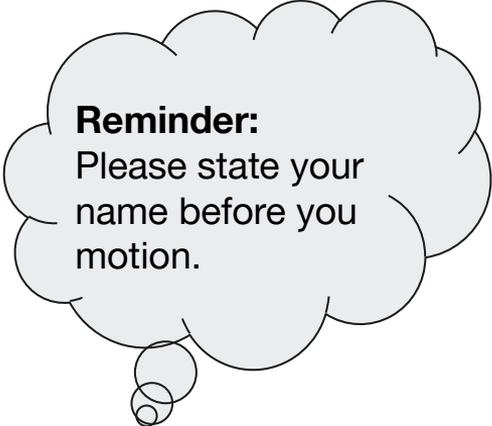
C2. ChangeMakers Academy ESSER III Expenditure Plan

C3. Independent Study Board Policy

C4. English Learner Identification, Reclassification, and Monitoring Procedures

Action Item(s):

- Staff recommends to the board to approve consent calendar items.



Reminder:

Please state your name before you motion.



SECTION 3 : CONSENT CALENDAR ITEMS

C1. Beta Academy ESSER III Expenditure Plan

Caliber



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caliber: Beta Academy	Andrew Grossman & Tim Pruitt School Leaders	info@caliberbetaacademy.org (510) 685-9886

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Caliber: Beta Academy 2021 LCAP	http://www.caliberbetaacademy.org/school-documents.html
Caliber Safe Return to Schools Plan	http://www.caliberbetaacademy.org/school-documents.html
Caliber: Beta Academy 2021 Expanded Learning Opportunities Grant Plan	http://www.caliberbetaacademy.org/school-documents.html

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$2,091,122

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$188,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$418,000
Use of Any Remaining Funds	\$1,485,122

Total ESSER III funds included in this plan

\$2,091,122

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder input and engagement has been essential for the development of Caliber's plans. As is outlined in Beta Academy's 2021 LCAP, we have many systems in place to engage our stakeholders throughout the school year. This includes certificated and classified staff, students and their families, and our Board. Details of the mechanisms for engagement during the development of the LCAP and ELO grant plan are included in the "Stakeholder Engagement" section of the LCAP. Planning for ESSER III funds built upon this foundation of engagement from the 2020-21 school year, and also included additional engagement opportunities over the summer of 2021. Specific engagement in the summer 2021 included active dialog with families during the planning for reopening school in the fall, Caliber Public Schools board meetings on August 19 and September 9 (both of which were open to the public and included opportunities for public comment on Caliber's plans), and day-to-day dialog with families by the school's leadership, front office, and family engagement staff members.

A description of how the development of the plan was influenced by community input.

Details of how Caliber's planning was influenced by community input are outlined in the the "Stakeholder Engagement" section of the school's LCAP. The school further refined its plan over the summer based on the community's articulated need for additional operational support to coordinate COVID response logistics such as family communications and student COVID testing. In response to the feedback from the community that was received during the initial weeks when students returned to in person instruction, the school is currently working to add supplemental operations team support, and we intend to maintain that support as long as it is needed using ESSER III funds.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$188,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Safe Return to Schools	Cleaning Supplies	Purchase cleaning supplies to maintain a safe in-person learning environment	\$53,000
n/a	Supplemental Operations Support	Hire additional operations staff to coordinate COVID response efforts such as family communications, student and staff testing, etc.	\$135,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$418,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO #1	Summer program 2023 & 2024	Maintain the planned summer program outlined in the ELO grant plan and LCAP during the summer of 2023 and 2024	\$205,000
ELO #1	Extended school year	Provide stipends to staff to maintain the current, extended, 185 day school year through the 2022-23 and 2023-24 school years.	\$213,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$1,485,122

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 Action 1	Additional Assistant Principal or Instructional Coach	Maintain an extra Assistant Principal or Instructional Coach through the 2023-24 school year beyond what would otherwise be affordable without ESSER III funding	\$258,000
ELO #2 & LCAP Goal 2 Action 3	ELD Intervention Lead	Continue to fund an ELD Intervention Lead through the 2023-24 school year	\$232,000
ELO #2 & LCAP Goal 2 Action 3	Academic Interventionists	Continue to fund 2 academic interventionists through the 2023-24 school year	\$336,000
LCAP Goal 6 Action 6	Family Engagement Manager	Continue to fund a Family Engagement Manager position through the 2023-24 school year	\$156,000
LCAP Goal 1 Action 5	Mental Health Clinicians	Continue to fund 2 mental health clinicians through the 2023-24 school year	\$414,000
LCAP Goal 5 Action 5	Instructional Technology	Purchase instructional technology for students & staff	\$89,122

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer program 2023 & 2024	The primary metrics for success of our investment in summer school programming will be the MAP, CAASPP, and reclassification metrics that are outlined in Goal 2 of the school's LCAP (which is where the ELO grant plan is listed as action 8).	CAASPP and EL reclassification results will be monitored annually. MAP results will be monitored throughout the year as MAP tests are administered.
Extended school year	The primary metrics for success of our investment in summer school programming will be the MAP, CAASPP, and reclassification metrics that are outlined in Goal 2 of the school's LCAP (which is where the ELO grant plan is listed as action 8)	CAASPP and EL reclassification results will be monitored annually. MAP results will be monitored throughout the year as MAP tests are administered.
Additional Assistant Principal or Instructional Coach	The primary metrics for success of our increased investment in academic leadership and coaching will be the MAP, CAASPP, and reclassification metrics that are outlined in Goal 2 of the school's LCAP.	CAASPP and EL reclassification results will be monitored annually. MAP results will be monitored throughout the year as MAP tests are administered.
ELD Intervention Lead	The primary metrics for success of our increased investment in academic leadership and coaching will be the MAP, CAASPP, and reclassification metrics that are outlined in Goal 2 of the school's LCAP.	CAASPP and EL reclassification results will be monitored annually. MAP results will be monitored throughout the year as MAP tests are administered.
Academic Interventionists	The primary metrics for success of our increased investment in academic leadership and coaching will be the MAP, CAASPP, and reclassification metrics that are outlined in Goal 2 of the school's LCAP.	CAASPP and EL reclassification results will be monitored annually. MAP results will be monitored throughout the year as MAP tests are administered.
Family Engagement Manager	The primary metrics for success of our increased investment in family engagement will be the student and family survey metrics that are outlined in Goal 6 of the school's LCAP.	Survey results will be monitored at least annually.
Mental Health Clinicians	The primary metrics for success of our increased investment in mental health resources will be the student and staff survey metrics that are outlined in Goal 1 of the school's LCAP.	Survey results will be monitored at least annually.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Instructional Technology	The primary metric for success of our technology investment will be that all students have access to Chromebooks and other instructional technology (as outlined in Goal 5 of the school's LCAP).	Students' access to technology will be monitored and maintained throughout each year on a continuous basis.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at <https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021



SECTION 3 : CONSENT CALENDAR ITEMS

C2. ChangeMakers Academy ESSER III Expenditure Plan

Caliber



ESSER III Expenditure Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Caliber: ChangeMakers Academy	Aisha Ford & Asha Candy School Leaders	info@calibercma.org (707) 563-9827

School districts, county offices of education, or charter schools, collectively known as LEAs, that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan Act, referred to as ESSER III funds, are required to develop a plan for how they will use their ESSER III funds. In the plan, an LEA must explain how it intends to use its ESSER III funds to address students' academic, social, emotional, and mental health needs, as well as any opportunity gaps that existed before, and were worsened by, the COVID-19 pandemic. An LEA may also use its ESSER III funds in other ways, as detailed in the Fiscal Requirements section of the Instructions. In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP), provided that the input and actions are relevant to the LEA's Plan to support students.

For more information please see the Instructions.

Other LEA Plans Referenced in this Plan

Plan Title	Where the Plan May Be Accessed
Caliber: ChangeMakers Academy 2021 LCAP	http://www.calibercma.org/school-documents.html
Caliber Safe Return to Schools Plan	http://www.calibercma.org/school-documents.html
Caliber: ChangeMakers Academy 2021 Expanded Learning Opportunities Grant Plan	http://www.calibercma.org/school-documents.html

Summary of Planned ESSER III Expenditures

Below is a summary of the ESSER III funds received by the LEA and how the LEA intends to expend these funds in support of students.

Total ESSER III funds received by the LEA

\$1,265,514

Plan Section	Total Planned ESSER III
Strategies for Continuous and Safe In-Person Learning	\$92,000
Addressing Lost Instructional Time (a minimum of 20 percent of the LEAs ESSER III funds)	\$313,000
Use of Any Remaining Funds	\$860,514

Total ESSER III funds included in this plan

\$1,265,514

Community Engagement

An LEA's decisions about how to use its ESSER III funds will directly impact the students, families, and the local community. The following is a description of how the LEA meaningfully consulted with its community members in determining the prevention and mitigation strategies, strategies to address the academic impact of lost instructional time, and any other strategies or activities to be implemented by the LEA. In developing the plan, the LEA has flexibility to include input received from community members during the development of other LEA Plans, such as the LCAP, provided that the input is relevant to the development of the LEA's ESSER III Expenditure Plan.

For specific requirements, including a list of the community members that an LEA is required to consult with, please see the Community Engagement section of the Instructions.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

Stakeholder input and engagement has been essential for the development of Caliber's plans. As is outlined in ChangeMakers Academy's 2021 LCAP, we have many systems in place to engage our stakeholders throughout the school year. This includes certificated and classified staff, students and their families, and our Board. Details of the mechanisms for engagement during the development of the LCAP and ELO grant plan are included in the "Stakeholder Engagement" section of the LCAP. Planning for ESSER III funds built upon this foundation of engagement from the 2020-21 school year, and also included additional engagement opportunities over the summer of 2021. Specific engagement in the summer 2021 included active dialog with families during the planning for reopening school in the fall, Caliber Public Schools board meetings on August 19 and September 9 (both of which were open to the public and included opportunities for public comment on Caliber's plans), and day-to-day dialog with families by the school's leadership, front office, and family engagement staff members.

A description of how the development of the plan was influenced by community input.

Details of how Caliber's planning was influenced by community input are outlined in the the "Stakeholder Engagement" section of the school's LCAP. The school further refined its plan over the summer based on the community's articulated need for additional operational support to coordinate COVID response logistics such as family communications and student COVID testing. In response to the feedback from the community that was received during the initial weeks when students returned to in person instruction, the school is currently working to add supplemental operations team support, and we intend to maintain that support as long as it is needed using ESSER III funds.

Actions and Expenditures to Address Student Needs

The following is the LEA's plan for using its ESSER III funds to meet students' academic, social, emotional, and mental health needs, as well as how the LEA will address the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic. In developing the plan, the LEA has the flexibility to include actions described in existing plans, including the LCAP and/or Expanded Learning Opportunity (ELO) Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan.

For specific requirements, please refer to the Actions and Expenditures to Address Student Needs section of the Instructions.

Strategies for Continuous and Safe In-Person Learning

A description of how the LEA will use funds to continuously and safely operate schools for in-person learning in a way that reduces or prevents the spread of the COVID-19 virus.

Total ESSER III funds being used to implement strategies for continuous and safe in-person learning

\$92,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
Safe Return to Schools	Cleaning Supplies	Purchase cleaning supplies to maintain a safe in-person learning environment	\$26,000
n/a	Supplemental Operations Support	Hire additional operations staff to coordinate COVID response efforts such as family communications, student and staff testing, etc.	\$66,000

Addressing the Impact of Lost Instructional Time

A description of how the LEA will use funds to address the academic impact of lost instructional time.

Total ESSER III funds being used to address the academic impact of lost instructional time

\$313,000

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
ELO #1	Summer Program (2023)	Maintain the planned summer program outlined in the ELO grant plan and LCAP during the summer of 2023 and 2024.	\$100,000
ELO #1	Extended school year	Provide stipends to staff to maintain the current, extended, 185 day school year through the 2022-23 and 2023-24 school years.	\$213,000

Use of Any Remaining Funds

A description of the how the LEA will use any remaining ESSER III funds, as applicable.

Total ESSER III funds being used to implement additional actions

\$860,514

Plan Alignment (if applicable)	Action Title	Action Description	Planned ESSER III Funded Expenditures
LCAP Goal 2 Action 5	Additional Assistant Principal	Maintain an extra Assistant Principal through the 2022-23 school year beyond what would otherwise be affordable without ESSER III funding	\$126,000
ELO #2 & LCAP Goal 2 Action 5	Academic Interventionists	Continue to fund 2 academic interventionists through the 2023-24 school year	\$336,000
LCAP Goal 5 Action 5	Family Engagement Manager	Continue to fund a Family Engagement Manager position through the 2023-24 school year	\$141,000
LCAP Goal 1 Action 1	Mental Health Clinicians	Continue to fund an additional mental health clinician through the 2023-24 school year	\$207,000
LCAP Goal 5 Action 2	Instructional Technology	Purchase instructional technology for students & staff	\$50,514

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic. The following is the LEA’s plan for ensuring that the actions and expenditures in the plan are addressing the identified academic, social, emotional, and mental health needs of its students, and particularly those students most impacted by the COVID–19 pandemic.

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
Summer Program (2023)	The primary metrics for success of our investment in summer school programming will be the MAP, CAASPP, and reclassification metrics that are outlined in Goal 2 of the school's LCAP (which is where the ELO grant plan is listed as action 2).	CAASPP and EL reclassification results will be monitored annually. MAP results will be monitored throughout the year as MAP tests are administered.
Extended school year	The primary metrics for success of our investment in summer school programming will be the MAP, CAASPP, and reclassification metrics that are outlined in Goal 2 of the school's LCAP (which is where the ELO grant plan is listed as action 2)	CAASPP and EL reclassification results will be monitored annually. MAP results will be monitored throughout the year as MAP tests are administered.
Additional Assistant Principal	The primary metrics for success of our increased investment in academic leadership and coaching will be the MAP, CAASPP, and reclassification metrics that are outlined in Goal 2 of the school's LCAP.	CAASPP and EL reclassification results will be monitored annually. MAP results will be monitored throughout the year as MAP tests are administered.
Academic Interventionists	The primary metrics for success of our increased investment in academic leadership and coaching will be the MAP, CAASPP, and reclassification metrics that are outlined in Goal 2 of the school's LCAP.	CAASPP and EL reclassification results will be monitored annually. MAP results will be monitored throughout the year as MAP tests are administered.
Family Engagement Manager	The primary metrics for success of our increased investment in family engagement will be the student attendance and retention metrics that are outlined in Goal 5 of the school's LCAP.	Attendance will be monitored on an ongoing basis throughout the year. Retention metrics will be measured annually.
Mental Health Clinicians	The primary metrics for success of our increased investment in mental health resources will be the student and staff survey metrics that are outlined in Goal 1 of the school's LCAP.	Survey results will be monitored at least annually.
Instructional Technology	The primary metric for success of our technology investment will be that all students have access to Chromebooks and other instructional technology (as outlined in Goal 5 of the school's LCAP).	Students' access to technology will be monitored and maintained throughout each year on a continuous basis.

ESSER III Expenditure Plan Instructions

Introduction

School districts, county offices of education (COEs), or charter schools, collectively known as local educational agencies (LEAs), that receive Elementary and Secondary School Emergency Relief (ESSER) funds under the American Rescue Plan (ARP) Act, referred to as ESSER III funds, are required to develop a plan for how they will use ESSER III funds to, at a minimum, address students' academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before October 29, 2021 and must be submitted for review and approval within five days of adoption. A school district must submit its ESSER III Expenditure Plan to its COE for review and approval; a COE must submit its plan to the California Department of Education for review and approval. A charter school must submit its plan to its chartering authority for review and to the COE of the county in which the charter school operates for review and approval.

In addition, consistent with the requirements of the ARP, Volume 86, *Federal Register*, page 21201, April 22, 2021, the ESSER III Expenditure Plan must be:

- Written in an understandable and uniform format;
- Written in a language that parents can understand, to the extent practicable;
 - If it is not practicable to provide written translations to a parent with limited English proficiency, the plan must be orally translated for parents
- Provided in an alternative format to a parent who is an individual with a disability as defined by the Americans with Disabilities Act, upon request; and
- Be made publicly available on the LEA's website.

For additional information regarding ESSER III funding please see the ARP Act Funding web page at

<https://www.cde.ca.gov/fg/cr/arpact.asp>.

For technical assistance related to the completion of the ESSER III Expenditure Plan, please contact EDReliefFunds@cde.ca.gov.

Fiscal Requirements

- The LEA must use at least 20 percent (20%) of its ESSER III apportionment for expenditures related to addressing the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
 - For purposes of this requirement, "evidence-based interventions" include practices or programs that have **evidence** to show that they are effective at producing results and improving outcomes when implemented. This kind of evidence has generally been produced through formal studies and research. There are four tiers, or levels, of evidence:

- **Tier 1 – Strong Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented randomized control experimental studies.
 - **Tier 2 – Moderate Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented quasi-experimental studies.
 - **Tier 3 – Promising Evidence:** the effectiveness of the practices or programs is supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
 - **Tier 4 – Demonstrates a Rationale:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by a State Educational Agency, LEA, or outside research organization to determine their effectiveness.
- **For additional information please see the Evidence-Based Interventions Under the ESSA web page at <https://www.cde.ca.gov/re/es/evidence.asp>.**
- The LEA must use the remaining ESSER III funds consistent with section 2001(e)(2) of the ARP Act, including for:
 - Any activity authorized by the Elementary and Secondary Education Act (ESEA) of 1965;
 - Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006;
 - Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19;
 - Activities to address the unique needs of low-income students, students with disabilities, English learners, racial and ethnic minorities, homeless students, and foster youth, including how outreach and service delivery will meet the needs of each population;
 - Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
 - Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases;
 - Purchasing supplies to sanitize and clean the facilities of an LEA, including buildings operated by such agency;
 - Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under IDEA, and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements;
 - Purchasing education technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment;
 - Providing mental health services and supports, including through the implementation of evidence-based full-service community schools;
 - Planning and implementing activities related to summer learning and supplemental after school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of underserved students;

- Addressing learning loss among students, including underserved students, by:
 - Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiated instruction,
 - Implementing evidence-based activities to meet the comprehensive needs of students,
 - Providing information and assistance to parents and families of how they can effectively support students, including in a distance learning environment, and
 - Tracking student attendance and improving student engagement in distance education;

Note: A definition of “underserved students” is provided in the Community Engagement section of the instructions.

- School facility repairs and improvements to enable operation of schools to reduce risks of virus transmission and exposure to environmental health hazards, and to support student health needs;
- Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door replacement;
- Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
- Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

Other LEA Plans Referenced in this Plan

In developing the plan, the LEA has flexibility to include community input and/or actions included in other planning documents, such as the Local Control and Accountability Plan (LCAP) and/or the Expanded Learning Opportunities (ELO) Grant Plan, provided that the input and/or actions address the requirements of the ESSER III Expenditure Plan.

An LEA that chooses to utilize community input and/or actions from other planning documents must provide the name of the plan(s) referenced by the LEA and a description of where the plan(s) may be accessed by the public (such as a link to a web page or the street address of where the plan(s) are available) in the table. The LEA may add or delete rows from the table as necessary.

An LEA that chooses not to utilize community input and/or actions from other planning documents may provide a response of “Not Applicable” in the table.

Summary of Expenditures

The Summary of Expenditures table provides an overview of the ESSER III funding received by the LEA and how the LEA plans to use its ESSER III funds to support the strategies and interventions being implemented by the LEA.

Instructions

For the ‘Total ESSER III funds received by the LEA,’ provide the total amount of ESSER III funds received by the LEA.

In the Total Planned ESSER III Expenditures column of the table, provide the amount of ESSER III funds being used to implement the actions identified in the applicable plan sections.

For the ‘Total ESSER III funds included in this plan,’ provide the total amount of ESSER III funds being used to implement actions in the plan.

Community Engagement

Purpose and Requirements

An LEA’s decisions about how to use its ESSER III funds will directly impact the students, families, and the local community, and thus the LEA’s plan must be tailored to the specific needs faced by students and schools. These community members will have significant insight into what prevention and mitigation strategies should be pursued to keep students and staff safe, as well as how the various COVID–19 prevention and mitigation strategies impact teaching, learning, and day-to-day school experiences.

An LEA must engage in meaningful consultation with the following community members, as applicable to the LEA:

- Students;
- Families, including families that speak languages other than English;
- School and district administrators, including special education administrators;
- Teachers, principals, school leaders, other educators, school staff, and local bargaining units, as applicable.

“Meaningful consultation” with the community includes considering the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic. Comprehensive strategic planning will utilize these perspectives and insights to determine the most effective strategies and interventions to address these needs through the programs and services the LEA implements with its ESSER III funds.

Additionally, an LEA must engage in meaningful consultation with the following groups to the extent that they are present or served in the LEA:

- Tribes;
- Civil rights organizations, including disability rights organizations (e.g. the American Association of People with Disabilities, the American Civil Liberties Union, National Association for the Advancement of Colored People, etc.); and
- Individuals or advocates representing the interests of children with disabilities, English learners, homeless students, foster youth, migratory students, children who are incarcerated, and other underserved students.
 - For purposes of this requirement “underserved students” include:
 - Students who are low-income;

- Students who are English learners;
- Students of color;
- Students who are foster youth;
- Homeless students;
- Students with disabilities; and
- Migratory students.

LEAs are also encouraged to engage with community partners, expanded learning providers, and other community organizations in developing the plan.

Information and resources that support effective community engagement may be found under *Resources* on the following web page of the CDE’s website: <https://www.cde.ca.gov/re/lc>.

Instructions

In responding to the following prompts, the LEA may reference or include input provided by community members during the development of existing plans, including the LCAP and/or the ELO Grant Plan, to the extent that the input is applicable to the requirements of the ESSER III Expenditure Plan. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

A description of the efforts made by the LEA to meaningfully consult with its required community members and the opportunities provided by the LEA for public input in the development of the plan.

A sufficient response to this prompt will describe how the LEA sought to meaningfully consult with its required community members in the development of the plan, how the LEA promoted the opportunities for community engagement, and the opportunities that the LEA provided for input from the public at large into the development of the plan.

As noted above, a description of “meaningful consultation” with the community will include an explanation of how the LEA has considered the perspectives and insights of each of the required community members in identifying the unique needs of the LEA, especially related to the effects of the COVID-19 pandemic.

A description of the how the development of the plan was influenced by community input.

A sufficient response to this prompt will provide clear, specific information about how input from community members and the public at large was considered in the development of the LEA’s plan for its use of ESSER III funds. This response must describe aspects of the ESSER III Expenditure Plan that were influenced by or developed in response to input from community members.

- For the purposes of this prompt, “aspects” may include:
 - Prevention and mitigation strategies to continuously and safely operate schools for in-person learning;

- Strategies to address the academic impact of lost instructional time through implementation of evidence-based interventions (e.g. summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs);
- Any other strategies or activities implemented with the LEA’s ESSER III fund apportionment consistent with section 2001(e)(2) of the ARP Act; and
- Progress monitoring to ensure interventions address the academic, social, emotional, and mental health needs for all students, especially those students disproportionately impacted by COVID-19

For additional information and guidance, please see the U.S. Department of Education’s Roadmap to Reopening Safely and Meeting All Students’ Needs Document, available here: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>.

Planned Actions and Expenditures

Purpose and Requirements

As noted in the Introduction, an LEA receiving ESSER III funds is required to develop a plan to use its ESSER III funds to, at a minimum, address students’ academic, social, emotional, and mental health needs, as well as the opportunity gaps that existed before, and were exacerbated by, the COVID-19 pandemic.

Instructions

An LEA has the flexibility to include actions described in existing plans, including the LCAP and/or ELO Grant Plan, to the extent that the action(s) address the requirements of the ESSER III Expenditure Plan. When including action(s) from other plans, the LEA must describe how the action(s) included in the ESSER III Expenditure Plan supplement the work described in the plan being referenced. The LEA must specify the amount of ESSER III funds that it intends to use to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. Descriptions of actions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA’s local community.

Strategies for Continuous and Safe In-Person Learning

Provide the total amount of funds being used to implement actions related to Continuous and Safe In-Person Learning, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds for prevention and mitigation strategies that are, to the greatest extent practicable, in line with the most recent CDC guidance, in order to continuously and safely operate schools for in-person learning.

- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Addressing the Impact of Lost Instructional Time

As a reminder, the LEA must use not less than 20 percent of its ESSER III funds to address the academic impact of lost instructional time. Provide the total amount of funds being used to implement actions related to addressing the impact of lost instructional time, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of the action(s) the LEA will implement using ESSER III funds to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA.

Use of Any Remaining Funds

After completing the Strategies for Continuous and Safe In-Person Learning and the Addressing the Impact of Lost Instructional Time portions of the plan, the LEA may use any remaining ESSER III funds to implement additional actions to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. LEAs choosing to use ESSER III funds in this manner must provide the total amount of funds being used to implement actions with any remaining ESSER III funds, then complete the table as follows:

- If the action(s) are included in another plan, identify the plan and provide the applicable goal and/or action number from the plan. If the action(s) are not included in another plan, write “N/A”.
- Provide a short title for the action(s).
- Provide a description of any additional action(s) the LEA will implement to address students’ academic, social, emotional, and mental health needs, as well as to address opportunity gaps, consistent with the allowable uses identified above in the Fiscal Requirements section of the Instructions. If an LEA has allocated its entire apportionment of ESSER III funds to strategies for continuous and safe in-person learning and/or to addressing the impact of lost instructional time, the LEA may indicate that it is not implementing additional actions.
- Specify the amount of ESSER III funds the LEA plans to expend to implement the action(s); these ESSER III funds must be in addition to any funding for those action(s) already included in the plan(s) referenced by the LEA. If the LEA it is not implementing additional actions the LEA must indicate “\$0”.

Ensuring Interventions are Addressing Student Needs

The LEA is required to ensure its interventions will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students most impacted by the COVID–19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.

The LEA may group actions together based on how the LEA plans to monitor the actions' progress. For example, if an LEA plans to monitor the progress of two actions in the same way and with the same frequency, the LEA may list both actions within the same row of the table. Each action included in the ESSER III Expenditure Plan must be addressed within the table, either individually or as part of a group of actions.

Complete the table as follows:

- Provide the action title(s) of the actions being measured.
- Provide a description of how the LEA will monitor progress of the action(s) to ensure that they are addressing the needs of students.
- Specify how frequently progress will be monitored (e.g. daily, weekly, monthly, every 6 weeks, etc.).

California Department of Education
June 2021

SECTION 3 : CONSENT CALENDAR ITEMS

C3. Independent Study Board Policy



INDEPENDENT STUDY POLICY

(BOARD APPROVED 8/19/21)

Caliber Public Schools, which operates Caliber: Beta Academy and Caliber: ChangeMakers Academy (collectively, the “Charter School”), may offer independent study to meet the short or long-term educational needs of pupils enrolled in the Charter School. Independent study is an optional educational alternative in which no pupil may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter 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 Caliber Public Schools Board of Directors for implementation at Charter School:

1. For pupils in all grade levels and programs offered by the Charter 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 within twenty (20) school days.
2. The Chief Executive Officer or designee shall conduct an evaluation to determine whether it is in the best interests of the pupil to remain in independent study upon the following triggers:
 - a. When any pupil fails to complete 10 assignments during any period of 20 school days.
 - b. In the event a student’s educational progress falls below satisfactory levels as determined by the Charter School’s [MTSS Playbook](#) which considers ALL of the following indicators:
 - i. The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

Deleted: 5

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three 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. The Charter School shall provide content aligned to grade level standards that is provided at a level of quality and intellectual challenge substantially equivalent to in-person instruction.

Caliber

public schools

4. For students who participate in independent study for fifteen (15) or more days in a school year, the Charter School has adopted tiered reengagement strategies for the following pupils:

- a. All pupils who are not generating attendance for more than three (3) school days or 60% of the instructional days in a school week, or 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
- b. Pupils found not participatory pursuant to Education Code Section 51747.5 for more than the greater of three schooldays or 60 percent of the scheduled days of synchronous instruction in a school month as applicable by grade span; or
- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

Deleted: a

These procedures shall include, but are not necessarily limited to, all of the following:

Deleted: are as follows

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being, consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.¹

Deleted: absence

Deleted: O

Deleted: When the evaluation described above under paragraph 2.b.iv. is triggered to consider whether remaining in independent study is in the best interest of the pupil,

Deleted: ion

Deleted: shall be required

Deleted: This conference shall be a meeting involving, at a minimum, all parties who signed the pupil's written independent study agreement.

5. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction:

- a. For pupils in transitional kindergarten through grade 3, inclusive, the plan to provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. A daily advisory will be provided virtually by the supervising teacher.
- b. For pupils in grades 4-8, inclusive, the plan to provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's assigned supervising teacher shall be as follows:
 - i. A daily advisory will be provided virtually by either a classified staff or by the supervising teacher.

¹ The tiered reengagement strategies shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.



- ii. In the case that a classified staff is providing the daily advisory, the supervising teacher will teach the advisory one time weekly.²
6. For students who participate in independent study for fifteen (15) or more days in a school year, the following plan shall be utilized to transition pupils whose families wish to return to in-person instruction from independent study expeditiously, and, in no case, later than five instructional days:
 - a. A meeting will occur between the parent, the supervising teacher for independent studies, and a school representative (teacher or a school leader) to discuss how best to prepare the student to return to in person.³
7. A current written agreement shall be maintained on file for each independent study pupil, including but not limited to, all of the following:
 - a. The manner, time, frequency, and place for submitting a pupil's assignments, for reporting the pupil's academic progress, and for communicating with a pupil's parent or guardian regarding a pupil's academic progress.
 - b. The objectives and methods of study for the pupil's work, and the methods used to evaluate that work.
 - c. The specific resources, including materials and personnel, that will be made available to the pupil. These resources shall include confirming or providing access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.
 - d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a pupil's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the pupil should be allowed to continue in independent study.
 - e. The duration of the independent study agreement, including the 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 school year.
 - f. 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.
 - g. A statement detailing the academic and other supports that will be provided to address the needs of pupils who are not performing at grade level, or need support in other areas, such

² The plan for synchronous instruction and live interaction shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

³ The plan to transition pupils whose families wish to return to in-person instruction shall not apply to independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 46392 and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

Caliber



as English learners, individuals with exceptional needs in order to be consistent with the pupil's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), pupils in foster care or experiencing homelessness, and pupils requiring mental health supports.

- h. 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 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.
 - i. Each written agreement shall be signed, before the commencement of independent study, by the pupil, the pupil's parent, legal guardian, or caregiver, 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 Division 11 of the Family Code.
 - Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.
 - For the 2021–22 school year only, the Charter School shall obtain a signed written agreement for an independent study program of any length of time no later than 30 days after the first day of instruction in an independent study program or October 15, whichever date comes later.
8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
 9. The Chief Executive Officer may establish regulations to implement these policies in accordance with the law.

Deleted: shall

SECTION 3 : CONSENT CALENDAR ITEMS

C4. English Learner Identification, Reclassification, and Monitoring Procedures



English Learner Identification, Reclassification, and RFEP Monitoring Procedures

English Learner Identification Procedures:

Overview

Caliber will meet all applicable legal requirements for English Learners as it pertains to annual notification to parents, student identification, placement, program options, ELL and core content instruction, teacher qualifications and training, reclassification to Fluent English Proficient (FEP) status, monitoring and evaluating program effectiveness, and standardized testing requirements. Caliber will implement policies to assure proper placement, evaluation, and communication regarding ELLs and the rights of students and parents.

Home Language Survey

Caliber will administer the home language survey upon a student's initial enrollment into their first year as a California public school student (on enrollment forms). Any student who answers non-English on one of the four language types will be given the EL initial assessment (currently ELPAC).

All students who indicate that their home language is other than English will be tested with the current CA English language proficiency exam within thirty days of initial enrollment and at least annually thereafter during the annual assessment window as defined by the state until they are redesignated as FEP. This thirty day requirement applies to students who are entering a CA public school for the first time or who have not yet been ELP tested. All other students will be cross referenced with the most up-to-date CALPADS record to determine their language status.

Caliber will notify all parents of its responsibility for ELP testing and of student results.

Reclassification Criteria:

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:

The goal of language acquisition programs is for students to become proficient in English as rapidly as possible and to meet state academic achievement measures.



Caliber’s exit (reclassification) criteria are listed below. (20 U.S.C. Section 6312[e][3][A][vi])

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:

Required Criteria (California <i>Education Code [EC]</i> Section 313[f])	LEA Criteria
English Language Proficiency Assessment	<i>Overall score is level 4</i>
Teacher Evaluation	<i>Student Oral Language Observation Matrix (SOLOM) which can be available for review upon request</i>
Parental Opinion and Consultation	<i>Parents will be asked for opinion and approval for reclassification</i>
Comparison of Performance in Basic Skills	<i>Above the 40th Percentile on NWEA MAP Tests, and “nearly met” or above on ICA, and/or SBAC</i>

Reclassification Timeline and Procedures:

Reclassification will occur several times throughout the year shortly after test scores are received for the final piece of exit criteria. The reclassification periods will occur after each round of ELPAC, NWEA MAP, and SBAC testing as follows:

Time	ELPAC Criterion Used	Basic Skills Assessments Used
Fall Reclassification (October)	Prior Spring Summative ELPAC	<ul style="list-style-type: none"> ● Prior Spring Summative SBAC ● Prior Spring MAP ● Fall MAP ● Fall STEP
Winter Reclassification (March)	Prior Spring Summative ELPAC OR Current Year ELPAC Summative	<ul style="list-style-type: none"> ● Winter MAP ● SBAC ICA
Spring Reclassification (June)	Current Year ELPAC Summative	<ul style="list-style-type: none"> ● Spring MAP ● Spring STEP ● Spring Summative SBAC

At each of these points, Caliber will evaluate all students who have met the minimum threshold on the ELPAC test and determine if they have met the additional requirements for reclassification. Parents will be notified if students have a change in status.

Each reclassified student will have a reclassification form (see attached) that will be held in their cumulative folder.

RFEP Monitoring Procedures:

Reclassified students will be monitored annually for at least 4 years after reclassification date. This will occur on the same schedule as outlined in the calendar above for reclassification of current ELs. For example, at the same time that ELs are being evaluated for reclassification in the fall, RFEP’s progress will be monitored as well. The same will be true in the winter and spring.

The RFEP monitoring will include the following Caliber personnel each time it occurs:

- The Caliber Schools data team will pull reports on the academic progress of RFEP students and analyze which students are making appropriate progress versus which may require additional support and attention. Reports will be provided to the School Leader(s) of each school.
- The Caliber Schools data team will also generate detailed progress reports for all RFEP students who are identified as possibly requiring additional support and attention.



- School Leaders will share the reports with relevant school staff including teachers, instructional coaches, teaching assistants, and others (e.g., Special Education staff if the student has an IEP).
- Teachers will analyze data and track progress of their RFEP students by keeping records of students that are in their class (for example, by identifying them on daily lesson plans, rotations, and pullouts) to ensure they are staying on track.
- Teachers who require support will be able to rely on their instructional coaches, the School Leaders, and the EL-specific PD that is being provided to staff.
- Academic supports/interventions for RFEP students who need additional support will be tailored to each student's needs. The principles that will guide our additional support include the following:
 - Integration: We strive for maximum integration without sacrificing LTEL support.
 - Active engagement: LTELs become active participants in their own education.
 - Rigor, relevance, and relationships: We provide LTELs with rigorous and relevant curriculum with supportive adults.
 - Language, literacy, and academics: We provide LTELs with language development, literacy development and a program that addresses the academic gaps they have accrued.
 - Urgency: We focus urgently on LTEL progress.

SECTION 4 : ADDITIONAL INFORMATION

There is no additional information for this meeting.



Thank you!



Questions?



Adjourn



Thank You!