

SECTION 1 : AGENDA MEETING OF THE CALIBER SCHOOLS BOARD OF DIRECTORS MEETING Thursday, September 9, 2021 from 4:00 PM to 6:00 PM

4:00 PM Call to Order J Moses

- Roll call, establish quorum and meeting norms
- Review and approve the agenda for the meeting

A. Staff Updates

A1. CEO Updates T Johnson

B. Discussion & Action Items

B1. Strategic Planning T Johnson

o Action Item: Formal Approval of 5 Year Strategic Plan

B2. Finance and Budget Updates M Mullarkey

o Action Item: Unaudited Actuals report for Beta Academy

o Action Item: Unaudited Actuals report for ChangeMakers Academy

B3. Brown Act Training J Moses/YM&C

C. Review/Approval of Consent Items

J Moses

- C1. Beta Academy EPA Spending Plan
- C2. ChangeMakers Academy EPA Spending Plan
- C3. Beta Academy ESSER III Expenditure Plan
- C4. ChangeMakers Academy ESSER III Expenditure Plan
- C5. Bay Area Building Improvements custodial contract (Beta Academy)
- C6. June 24, 2021 Board Meeting Minutes
- C7. August 19, 2021 Special Board Meeting Minutes

D. Public Comment Open

Members of the public are invited to speak to the Board about any matter that is not otherwise on the agenda and is related to issues affecting public education.

6:00 PM Adjourn J Moses

MEETING DETAILS:

Day and Time: Thursday, September 09, 2021, at 4:00 PM to 6:00 PM (Pacific)

Dial-In: **Topic**: September Board Meeting

Join Zoom Meeting:

https://caliberschools.zoom.us/j/89997088105?pwd=SIZhRFp3UXVCM1JodW1FTV

A2aDIDUT09

Meeting ID: 899 9708 8105 **Password:** 164523

Dial by your location: +16699006833



PRE-READING PACKET TABLE OF CONTENTS Caliber Schools Board of Directors Meeting September 9, 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	
A1.1	CEO Updates	The CEO will update the Board on the talent, opening of schools, independent studies, high school petition and operations.	5-28	
A2.1	Strategic Planning	The CEO will review the final draft of the 5 year strategic plan. This will include the process we've undertaken, goals and the metrics for our success.		
A2.2	5 Year Strategic Plan	The CEO will review the final draft of the 5 year strategic plan. This will include the process we've undertaken, goals and the metrics for our success.		
A3.1	Finance and Budget Updates	Staff presentation regarding the organization's finances.	58-72	
A3.2	Unaudited Actuals report for Beta Academy	Each charter school provides the following budget updates to authorizers and the CDE each year: - By July 1 - Budget for the year - By December 15 - First Interim report - By March 15 - Second Interim report - By Sept 15 - Unaudited Actuals report The budget submissions are submitted in the state-mandated "charter alternate form" template. Staff is seeking Board approval to submit the 2020-21 Beta Academy Unaudited Actuals report that is included here.	73-77	
A3.3	Unaudited Actuals report for ChangeMakers Academy	See description in B2.2. Staff is seeking Board approval to submit the 2020-21 ChangeMakers Academy Unaudited Actuals report that is included here.	78-82	
A4.1	Brown Act Training	The Board will receive it's annual training on Brown Act and Conflict of Interest laws with Young, Minney & Corr, LLP Attorney at Law Jerry W. Simmons. The training will cover general Brown Act updates as well as updates surrounding significant new charter laws that will be taking effect January 2022.	83-122	



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 EPA Spending Plan	Spending Plan for Caliber: Beta Academy's use of Education Protection Account (EPA) funds.	123-124
C2	ChangeMakers EPA Spending Plan	Spending Plan for Caliber: ChangeMakers Academy's use of Education Protection Account (EPA) funds.	125-126
C3	Beta Academy ESSER III Expenditure Plan	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. Staff is seeking Board approval for the expenditure plan for Caliber: Beta Academy's use of ESSER III funds here.	127-141
C4	ChangeMakers ESSER III Expenditure Plan	Staff is seeking Board approval for the expenditure plan for Caliber: ChangeMakers Academy's use of ESSER III funds here.	142-156
C5	Bay Area Building Improvements custodial contract (Beta Academy)	Proposed contract with Bay Area Building Improvements(BABI) to take over the janitorial services at Caliber Beta Academy for the remainder of the '21-'22 school year. This change is being proposed due to communication gaps and work culture differences with the current contracted company. The monthly cost for the proposed agreement would be \$25,000 (\$225,000 for the remainder of the school year), which is roughly 21% higher than the agreement with the current service provider. • Bay Area Building Improvements will bring a higher level of service to CBA with the addition of a project manager for the team to allow the Director of Ops to not need to be as involved but also close the communication gaps that were previously being had. • It has also been worked out with BABI to allow members of the current janitorial staff to continue to be employed with them so there will be a seedless transition between companies.	157-180
С6	June 24, 2021 Board Meeting Minutes	6/24/2021 Caliber Public Schools Board Meeting Minutes for Approval	181-189
C7	August 19, 2021 Special Board Meeting Minutes	8/19/2021 Caliber Public Schools Special Board Meeting Minutes for Approval	190-194













SECTION 1: AGENDA

MEETING OF THE CALIBER PUBLIC SCHOOLS BOARD OF DIRECTORS MEETING

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6:00 PM Adjourn

J Moses



SECTION 2: STAFF UPDATES

A1.1 - CEO Updates









CEO Updates

- -Instruction
- -Independent Study
- -Attendance and Enrollment
- -Talent
- -Vaccine Rates
- -Operation Updates
- -North Campus
- -High School Petition





Caliber Classroom Observations Equity Rubric (0-4 scale)

2A. Classroom Management: Clear Expectations.

2B. Routines:

School	Total Amount of observations (RW)	Rubric Strand	Average Score
Across the network	41	2a and 2b	2.13
CMA Lower	13	2a and 2b	2.07
CMA Upper	8	2a and 2b	2.37
Beta Lower	11	2a and 2b	2.10

Next Focus:

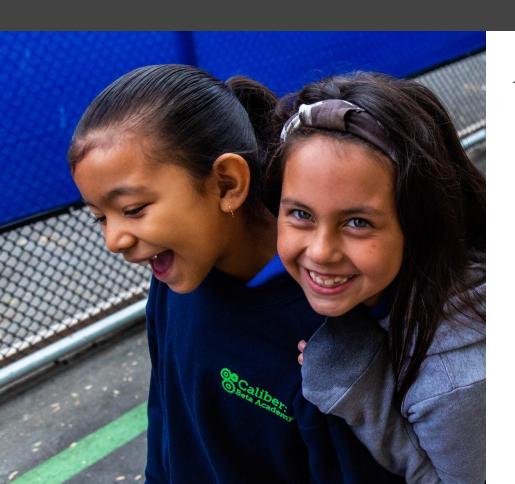
Rigor + Expectations

- 3A. **Student Thinking:** Teacher provides students with opportunities to develop higher-order thinking skills, such that the majority of heavy-lifting and intellectual work of the class is done by students. Teacher acts as facilitator of knowledge.
- 3B. Questioning and Discussion: Prepares and asks questions that probe for clarity and that engage students in critical thinking, developing student habits of discussion and habits of evidence.
 Teacher questioning is focused on analysis and conceptual knowledge-building versus answer-getting.









Independent Studies

Independent Studies Enrollment

Total= 53

Total K- 5= 35

Total 6-8= 18

BETA K-5= 8 BETA 6-8= 6

CMA K-5= 27 CMA 6-8= 12

Independent Studies Pending

Total K- 5= 21

Total 6-8 = 4

BETA= 13 CMA= 12



CMA Attendance



Date	Membership	Present	Absent	ADA	Absent Rate
08/23/2021	826	735	91	88.9	11
08/24/2021	826	676	150	81.8	18
08/25/2021	826	671	155	81.2	18
08/26/2021	826	639	187	77.3	22
08/27/2021	826	613	213	74.2	25
Average	826	666.8	159.2	80.7	19







Date	Membership	Present	Absent	ADA	Absent Rate
08/23/2021	901	805	96	89.3	10
08/24/2021	901	798	103	88.5	11
08/25/2021	899	795	104	88.4	11
08/26/2021	899	777	122	86.4	13
08/27/2021	897	788	109	87.8	12
Average	899.4	792.6	106.8	88.1	11

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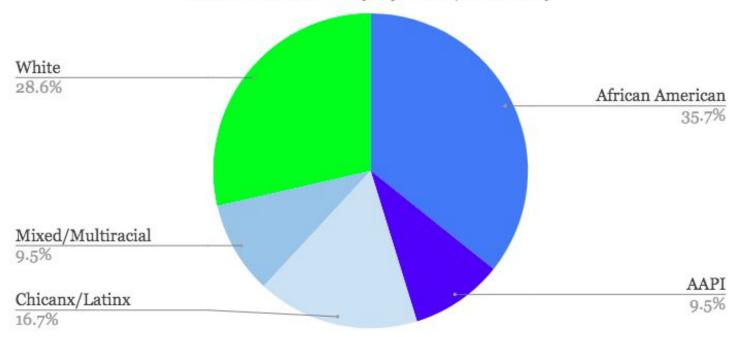
Offer Letter Acceptance Rates October-August

Year	Offers Sent	Offers Accepted	Accepted Offers Withdrawn	New Hires Starting the Year
Hiring for 20-21	46	35	3	32
Hiring for 21-22*	87	65	9	56

^{*}Includes internal hires to new positions









Retention Rates

Teacher Fall to Fall Retention				
	19-20	20-21		
Beta Lower	81%	71%		
Beta Upper	33%	80%		
CMA Lower	88%	75%		
CMA Upper	81%	83%		
Total Percent	75%	76%		

Career Pathways



Year 2 Updates

- 10 participants
- Adding sessions on project identification & vision setting and differentiating to do more domain specific work (i.e. Instructional & Operations)
- Cohort with year 1 participants to push thinking on teacher leadership roles and compensation models

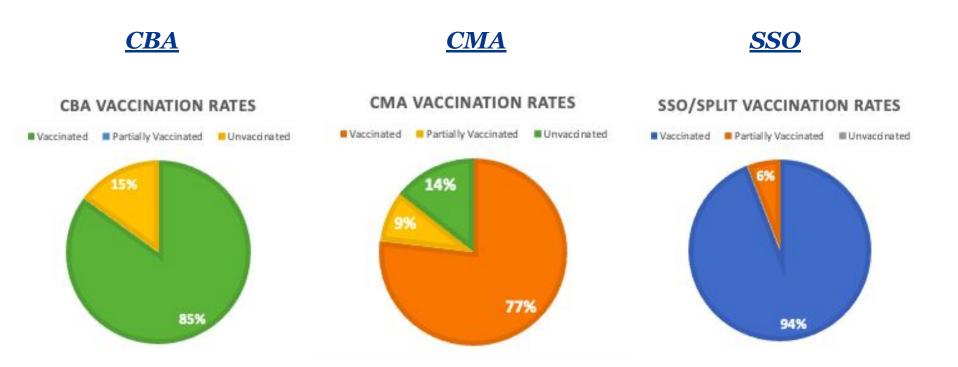






Vaccination Rates





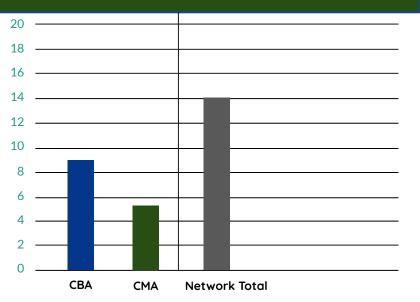




Caliber Covid Cases Data



Total Covid Cases as of 08/30/21



As of 08/30/21 Caliber Schools Covid Cases:

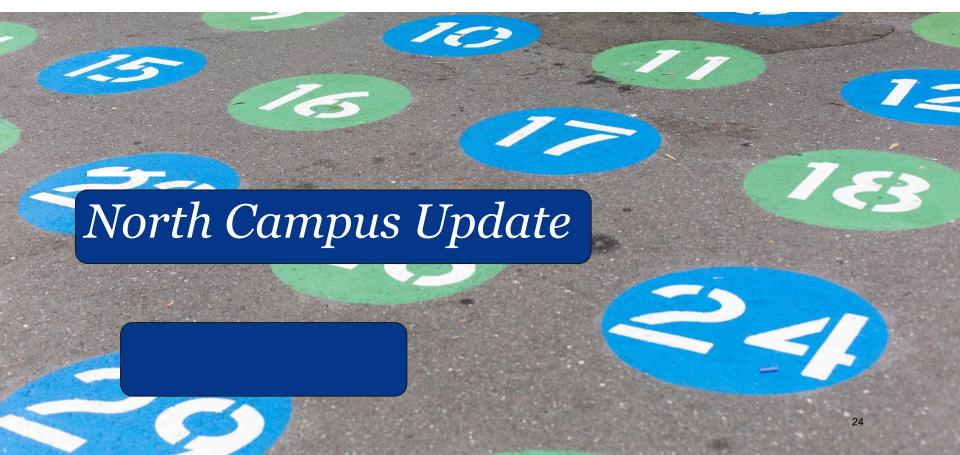
Across the Network- 14 out of 1753 students=0.8%

CMA- 5 out of approx. 832 students- 0.6%

CBA- 9 out of approx. 915 students-0.9%

- Rapid test have been available for any staff impacted by cases.
- PCR testing has been and will continue to be offered weekly for staff and students.
- School Leaders and Directors of Operations have led schools Covid response in making sure staff and families receive prompt communication and next steps when cases arise.





North Campus Project Update



- Construction continues to progress relatively smoothly
- We continue to have a modest amount of change orders relative to the size of the project
 - Approved change orders total ~\$250,000 on an original contract of \$22.4 million
 - One significant pending change order for ~\$150,000 to replace bathrooms that were originally value engineered out of the scope of the project
- We currently have ~\$1.9 million in owner contingency remaining on the project
- We remain on track for a scheduled move-in for the 2022-23 school year











Vallejo High School Petition Submission

Final petition draft submitted to VCUSD

We will host VCUSD Staff and Board Trustees at ChangeMakers Academy in the coming months

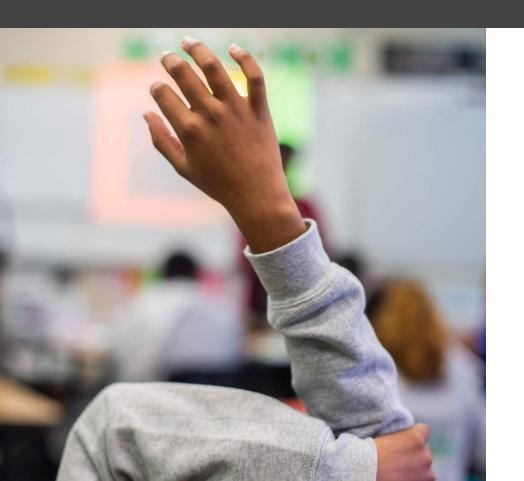
Expected Hearing date in October





Vallejo Mayor Robert McConnell visiting ChangeMakers on August 25









SECTION 2 : ADVANCE DISCUSSION MATERIALS

B1.1 - Strategic Planning





Final Strategic Plan.



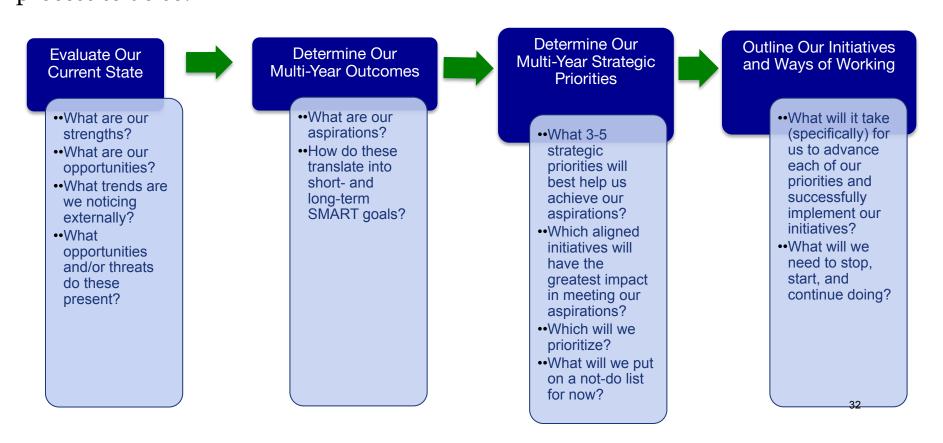
The following slides provide an update on the strategic planning process through mid August and represent the final draft of our strategic plan, including our strategic priorities and key initiatives over the next five years.

This plan is informed by the feedback we gathered from various stakeholder groups and the findings that we shared with the Board of Directors in our April meeting. For reference, a brief summary of those findings is included as Appendix A.



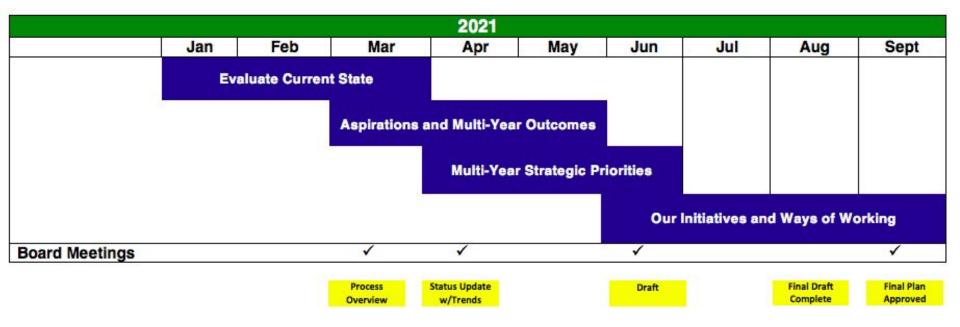
To review, Caliber Schools has launched a strategic planning process to lay out a five-year plan for our network. We have outlined a four-stage process to do so.





We began our planning in late January, and will continue to engage in the process over the summer, with the goal of having a final strategic plan approved at the September Board meeting.





To date, we have had dozens of conversations about Caliber's current state and future with a host of stakeholders.



WHO

- ♦ Caliber Families
- ♦ Caliber School Leaders
- ♦ Caliber Teachers and Staff ✓
- ♦ Caliber SSO Team Members
- ♦ Caliber's Senior Executive Team
- ♦ Caliber Board Members

HOW

- ♦ Surveys ✓
- ♦ 1:1 Interviews
- ♦ Working Sessions
- ♦ Focus Groups
- ♦ Town Hall/Staff Meetings ✔
- ♦ Board Meetings



We asked our stakeholder groups the following key questions*.



2026 Vision

What is your **aspiration** (or hope) for Caliber over the next five years?

What will need to be true for Caliber to realize that aspiration? What will we need to **prioritize**?

Internal Caliber Forces

What do you see as Caliber's most significant strengths?

What do you see as Caliber's most significant weaknesses?

External Market Forces

What are the biggest external **opportunities** that Caliber could leverage?

What are the biggest external **barriers or threats** to Caliber achieving its aspirations?

Overall, here is what we have heard.



- There was considerable consistency and alignment across stakeholder groups in their evaluation of Caliber's current state and in their primary hopes for its future.
- Overall, stakeholders expressed optimism about the future of Caliber.
- Caliber has many strengths upon which to build, including leadership at the SSO and school levels, a strong foundation in social-emotional learning and restorative justice practices, and an organizational culture that is values-driven, committed to equity, and seeks the authentic engagement of families and community.
- Almost all stakeholder groups cited academic outcomes as the primary opportunity for growth
 for Caliber, and believe that that should be Caliber's primary area of focus over the next several
 years. Stakeholders noted that driving better academic outcomes will depend on strengthening
 talent practices, linking SEL and academics, (so that they inextricably support each other,
 rather than being seeing as competing for focus), and creating greater network alignment and
 cohesion.
- Almost all stakeholder groups expressed a desire to see Caliber expand to offer a high school option; this was the primary area of growth cited by families.

Stakeholders also overwhelming expressed a commitment to Caliber's vision, mission...



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

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

...and values, and as such, affirmed the visioning work done in 2017.



Our four core values are the FACE of Caliber. We believe in:



We are committed to a culture of feedback, development and continuous improvement.



We validate and affirm the identities, strengths, and passions of each person.



We work in service of and alongside our school communities.



We approach situations and people with empathy and kindness.

Several key themes emerged that have informed our next steps.



- While Caliber has established a distinctive and strong foundation in social-emotional learning and restorative justice practices, the next chapter necessitates that we focus on academic growth and outcomes for our students. Our commitment to equity and becoming an anti-racist organization demands that we do so.
- We aim to do this in a way that *links* academics and SEL and builds upon our current strengths; it is not a matter of either-or, rather an AND.
- We will need to focus on strengthening our talent practices to meet our evolving needs. This will include a focus on teacher and leader development, clarity of roles and leadership pathways, and retention of diverse talent.
- While our two schools have operated pretty autonomously up to this point, there is a recognition—notably from School Leaders—that we will all be stronger for our students if the network aligns around key practices and strategies and there is a greater degree of cohesion.
- Our families are asking for a high school option. Expanding through twelfth grade will allow us to offer an education focused on the whole child to our oldest students; however, expansion can not come at the expense of improved academics for our current students.
- We possess a strong foundation in financial and operations management. And while historically we have benefited from a strength in fundraising and the commitment of our donors, we recognize the need over time to become financially sustainable on public dollars. This will ensure the viability and longevity of our network.
- Most importantly, our commitment to diversity, equity, and inclusion will remain central to who we are and be integrated into each aspect of our emerging strategy.

The aspirations stakeholders have expressed for the future of Caliber center on four key collective hopes.



By 2026, Caliber Schools aspires to be:

* A top-performing network in the Bay Area

- as measured by our academic AND social-emotional outcomes for all students, including every measured subgroup on the CAASPP, and
- as measured by performance on our Healthy Schools Framework

★ Graduating its first senior class

· as we expand to offer a TK-12 education in our two current communities, Vallejo and Richmond

★ A top retainer of exceptional, diverse teaching and leadership talent

- as we provide top-notch professional development and clear leadership pathways
- as we offer competitive, livable salaries

* Serving 3000 students in grades TK-12

• that enables the network to achieve financial sustainability on public dollars

We narrowed and identified five multi-year strategic priorities.



Improve our Academic Outcomes

Strengthen People-Centered
Talent Practices

Expand TK-12

Unite as One, Cohesive Network

Operate Sustainably on Public Dollars

These strategic priorities represent the proposed strategic focus and investment of Caliber Schools over the next 5 years.

A description and rationale for each strategic priority is outlined here.



Improve our Academic Outcomes

While Caliber has established a distinctive and strong foundation in social-emotional learning and restorative justice practices, the next chapter necessitates that we use this strong foundation in SEL and RJ as a foundation to improve academic growth and outcomes for our students. Our commitment to equity and becoming an anti-racist organization demands that we do so. Our students can perform at or above grade level, and we must do better at helping them do so. We aim to do this in a way that links academics and SEL and builds upon our current strengths; it is not a matter of either-or, rather an AND. We will prioritize strengthening our instructional practices, our responses to data, our instructional coaching, and differentiated professional development for our teachers and leaders to meet the needs of all of our students, especially those in sub-groups that are currently underperforming. We will also work to diagnose the learning loss that has occurred as a result of the pandemic and incorporate best practices to respond to student needs.

Strengthen
People-Centered
Talent Practices

In the coming five year period, we will need to focus on strengthening our talent practices to meet our evolving needs. This will include a focus and investment in teacher and leader development, clarity of roles and leadership pathways, and retention of diverse talent. We will do this in the people-centered manner that has always characterized Caliber. Aligning our practices and strategies across our network will further maximize the quality of the teacher and staff experience at Caliber.

Expand TK-12

Expanding through twelfth grade will allow us to offer an education focused on the whole child to our oldest students; however, expansion can not come at the expense of improved academics for our current students. Our work over the next five years will involve engaging in partnerships and securing new charters, as well as designing and implementing our high school model, that integrates a college-ready academic program with strong social-emotional supports. We will also need to prepare to support our high school students as they make their post-secondary choices.

Unite as One, Cohesive Network While our two schools have operated pretty autonomously up to this point, there is a recognition that we will all be stronger for our students if the network aligns around key practices and strategies and there is a greater degree of cohesion. This will enable us to share what is working more easily, to learn from each other, and to minimize reinventing the wheel to solve similar challenges. We especially seek to improve alignment in our academic strategies and talent practices. We believe that we can effectively build greater alignment without sacrificing the flexibility and responsiveness to family and community needs that characterizes Caliber.

Operate Sustainably on Public Dollars

We will continue to build upon our strength in financial and operations management over the next five years by focusing on our long-term viability as a network. While historically we have benefited from a strength in fundraising and the commitment of our donors to cover a deficit in our basic operating expenses, we recognize that we cannot and should not depend on this. To be fiscally prudent, we need to sustain ourselves operationally on public dollars. This protects us as an organization, allows us to weather philanthropic trends, and ensures that Caliber will exist for future generations of families in our communities. We aim to double the number of students we serve to 3000 as one important step. We will also continue to refine our financial model and budgets that provide our roadmap toward this goal. In doing so, we will also redirect our fundraising efforts over time. We recognize that schools in affluent neighborhoods have access to different sources of fundraising and capital. As such, we will focus our fundraising efforts on the enhancements that enable us to build equitable, inclusive experiences for our students, staff, and families.

These strategic priorities align with the key themes that emerged from our initial evaluation of our current state.



- While Caliber has established a distinctive and strong foundation in social-emotional learning and restorative justice practices, the next chapter necessitates that we focus on academic growth and outcomes for our students. Our commitment to equity and becoming an anti-racist organization demands that we do so.
- We aim to do this in a way that *links* academics and SEL and builds upon our current strengths; it is not a matter of either-or, rather an AND.
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- Our families are asking for a high school option. Expanding through twelfth grade will allow us to offer an education focused on the whole child to our oldest students; however, expansion can not come at the expense of improved academics for our current students.
- We possess a strong foundation in financial and operations management. And while historically we have benefited from a strength in fundraising and the commitment of our donors, we recognize the need over time to become financially sustainable on public dollars. This will ensure the viability and longevity of our network.
- Most importantly, our commitment to diversity, equity, and inclusion will remain central to who we are and be integrated into each aspect of our emerging strategy.

Strategic Priority	Themes		
Academic Outcomes	1, 2, 3, 4, 5, 7		
Talent Practices	3, 4, 7		
TK - 12	5, 1, 7		
One Caliber	4, 1, 3, 5, 6, 7		
Sustainability	6, 5, 7		

We then outlined the initiatives that will have the greatest impact in helping us achieve our aspirations and multi-year outcomes.



In the slides that follow, you will find each strategic priority with the aligned key initiatives that we will pursue over the next five years. You will also find the multi-year outcomes that will help us determine and track our success.





SECTION 2 : ADVANCE DISCUSSION MATERIALS

B1.2-5 Year Strategic Plan



KEY INITIATIVES, 2021 - 2026

Strengthen the connection of DEI and academic work for staff through deepened investment in equity-centered practices and MTSS models, especially just-in-time supports in anticipation of and in support of grade level content

(NEW) Align SEL structures, systems, and practices across campuses, to the extent possible, based on student needs

Support teachers in the implementation and internalization of aligned curriculum across campuses, including (NEW) Lower School curriculum and (NEW) ELD curriculum

(NEW) Articulate the network's logic model for how SEL, RJ, and academic initiatives align and connect to each other, clarify the outcomes—academic, SEL, and RJ—that we want to see for our students, monitor these consistently with common data processes across campuses, and articulate our assessment strategy, including our vision and beliefs

Continue and deepen our work in key academic systems such as content and lesson internalization, regular classroom level academic progressing monitoring, weekly data meetings, with emphasis on disaggregating data by subgroups (including ELs) and responding to that data

Differentiate our professional development for teachers and leaders based on their needs, with focus on the following:

- (NEW) Best practices for lowest-performing sub-groups (ELs, students with IEPs), including integrating ELD into core content
- (NEW) Explicit development related to new curriculum
- Prioritizing highest leverage academic moves
- Continuing to invest in our Collaboratives and Communities of Practice and (NEW) building accountability for integrating professional development related to academics into all staff and individual meeting structures

The groundwork and initial phases have begun for several of this priority's key initiatives. Strategically, the focus now turns to high-quality implementation and network alignment. Proposed new. multi-year initiatives to support this priority are noted with (NEW).

Improve our Academic Outcomes



(HSF) -- notes that

the multi-year

outcome is explicitly

aligned with the **Healthy Schools**

Framework

HOW WILL WE MEASURE OUR SUCCESS?

By 2026, all subgroups will meet their annual growth target at similar rates as measured by NWEA MAP or i-Ready. (HSF)

During the 21-22 School Year, we will gather SBAC data in order to obtain a baseline.

At the end of SY24-25.

at least 80% of students entering 3rd grade have mastered foundational skills at least 10% increase, from the baseline in ELA and Math, as measured by SBAC for 4th and 8th graders

In SY23-24 (Beta) and SY25-26 (CMA), each of our current charters will be eligible for seven year renewal.

By 2026, reclassify 100% of EL students who have been enrolled at Caliber for 4 years by 4th grade. (HSF)

By 2026, each of the following domains are rated at or above the NSVF average at each of our schools, as measured by the Panorama survey administered to

- 4th and 8th graders: (HSF) School Climate
 - School Safety
 - Sense of Belonging
 - Engagement
 - **Growth Mindset**
 - Self Efficacy
 - Self Regulation
 - Social Awareness/Competence

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KEY INITIATIVES, 2021 - 2026

(NEW) Backwards plan and build capacity of SSO team over next five years, in a manner that is fiscally responsible, to support improvement of academic outcomes and scale.

Audit and revise job descriptions to ensure equity and alignment among schools, with regards to role clarity, stipends, schedules, and compensation.

(NEW) Articulate and publish Caliber's compensation philosophy, and conduct bi-annual benchmark of salary scale to audit compensation against that philosophy, adjusting as necessary to ensure equity and be competitive in talent market.

Design and implement network-wide leadership development approach for (NEW) current and aspiring leaders, making leadership pathways explicit with a special focus on developing leaders that reflect our student population.

(NEW) Internalize and integrate Teaching Excellence Rubric and Leadership Excellence Rubric into ongoing development and evaluation purposes, including the IDP, to clearly articulate the bar of excellence and to strengthen performance management processes.

Continually **audit recruitment**, **selection**, **and promotion processes** for biases and analyze associated data to increase the diversity of candidates in our pipelines, including developing a system and timeline for internal pipeline hires (in advance of external applicants).

The groundwork and initial phases have begun for several of this priority's key initiatives. Strategically, the focus now turns to high-quality implementation and network alignment. Proposed new, multi-year initiatives initiatives to support this priority are noted with (NEW).

Strengthen People-Centered Talent Practices



HOW WILL WE MEASURE OUR SUCCESS?

Each school year, Caliber retains at least 80% of its teachers and leaders, as measured fall to fall; there is no disproportionality based on gender, race or ethnicity. (HSF)

By Summer 2022, Caliber will define and establish school-based leadership roles as well as leadership pathways for Caliber teachers and staff.

By SY22-23, the racial and ethnic identities of at least 65% of new hires reflect that of our student population. (HSF)

By the end of 2024, at least 75% of all leadership team hires at Caliber schools and the SSO are internal; there is no disproportionality based on gender, race or ethnicity.

90% of offers to new hires in all roles are accepted.



KEY INITIATIVES, 2021 - 2026

Secure 1200 grade nine to twelve seats by deepening our partnership with Invictus and/or securing new charters

• Create and implement political and community outreach plan

Design and (NEW) implement Caliber High School model to include:

- Core academic program
- SEL and restorative justice practices
- Assessment strategy
- Extracurricular program
- College and career readiness support, including a mechanism to track the outcomes of eighth-grade completers and the definition of the roles of the HS, SSO, and community partners

Update key Caliber frameworks (Healthy Schools Framework, Teaching Excellence Rubric, etc) to include High School learners (HSF)

(NEW) Develop strategy to retain current Caliber students as matriculate from eighth to ninth grades and recruitment strategy and plan for new HS students

(NEW) Develop and manage high school operating budget for start-up years and beyond

Secure start-up capital to launch high school(s)

Design and implement expanded TK program as state funding becomes available and as facilities allow



HOW WILL WE MEASURE OUR SUCCESS?

By SY25-26, of the students enrolled in ninth grade, we will have retained at least 90% by the time the cohort exits twelfth grade.

By the end of SY25-26, Caliber will graduate its first senior class, with a high school graduation rate of 100% of those students that we retain from ninth to twelfth grade.

80% of students will meet college readiness benchmarks on the ACT (18 in English, 22 in Math, 21 in Reading, and 24 in Science).

By the end of SY25-26, 100% of Caliber seniors will have identified and be actively pursuing their post-secondary next step to include college and/or career readiness.

By SY21-22, we will have submitted and been successfully granted at least one high school charter petition in one of our current communities (Vallejo and/or Richmond).

A partnership with Invictus is in place for the SY21-22 that allows Caliber to offer a high school option in Richmond. Deepen the relationship to a point where they operate as part of our network by SY23-24.

By SY23-24, at least 85% of current Caliber 8th-graders are matriculating to a Caliber high school each year.



KEY INITIATIVES, 2021 - 2026

(NEW) Train, norm on, and utilize **common tools** (IPGs, Equity Rubric, TER, and LER) across campuses to articulate bar of excellence, do observations and walk-throughs, set goals, learn, collaborate, and share data (*Talent/Academics*)

Update key Caliber frameworks to include HS learners (TK-12)

Implement aligned academic priorities and strategies, including common curriculum, equity-centered teaching practices, and common data processes (*Academics*)

(NEW) Align SEL structures, systems, and practices across campus (Academics)

(NEW) Norm across schools on optimal staffing structures and models (SEL, APs, Instructional Coaches, Ops teams) based on what is best for kids

(NEW) Align key HR processes, including job descriptions, hiring, evaluation, re-election, dismissal, improvement plans (Talent)

Expand investment in Collaboratives and Communities of Practice among schools (Academics)

Design and implement network-wide leadership development approach for (NEW) current and aspiring leaders, making leadership pathways explicit with a special focus on developing leaders that reflect our student population. (*Talent*)

Deepen meaningful partnerships with families and communities to support their children's growth and education.

This priority
emphasizes our ways
of working --that we will
utilize common tools,
structures, and
systems to work
toward common goals
and priorities, and that
we will actively
collaborate, share,
learn, and grow among
our campuses.

In order to achieve our one mission as one network, we will prioritize aligning around the following areas (most of which are cross-referenced in other parts of the plan as well).

-52



HOW WILL WE MEASURE OUR SUCCESS?

By 2026, staff composition will reflect our students (at all levels of the network). (HSF)

By SY25-26, there are no significant differences in student performance among campuses as measured by SBAC and Kelvin (SEL) outcomes.

By SY23-24, there are no notable differences in TNTP Insight scores among campuses on these prioritized domains: Evaluation, Observation and Feedback, and Career Progression.

By SY23-24, staff compensation, evaluation, and promotion structures are transparent and equitable. There is no disproportionality in how staff are evaluated, compensated or promoted. (HSF)

By SY23-24, all campuses earn an average score of at least 3.5 on CA's Parent Engagement Self-Reflection Tool. (HSF)

We are still working to finalize some of our multi-year outcomes.



KEY INITIATIVES, 2021 - 2026

Continue to maximize eligible public funding sources by:

- actively monitoring enrollment and retention efforts to ensure schools meet and retain targeted enrollment in both current schools and new ones (HSF)
- ensuring strong average daily attendance at each school (HSF)
- · meeting compliance requirements to collect all public revenue, including COVID-related support, for which the schools are eligible

(NEW) Increase student body by adding grades 9-12 options in both Vallejo & Richmond, to serve twice as many students in roughly the same radius as SSO today

Refine the network's (and schools') financial model to:

- distinguish between core operating expenses and supplemental programmatic investments,
- determine the scope of SSO support provided to schools and the schools' percentage contribution to sustain the support of the SSO
- · account for short- and long-term facility needs of existing and future schools, and
- · model financially when self-sustaining operations can be achieved at each school and network-wide

(NEW) Create and implement proactive change management strategy (especially for School Leaders and Ops Leads) with the "why" to accompany new model

Continue to expand and diversify fundraising efforts to support supplemental programmatic expenses, growth, and capital investments



HOW WILL WE MEASURE OUR SUCCESS?

By the end of SY25-26, Caliber will be authorized to serve at least 3000 students.

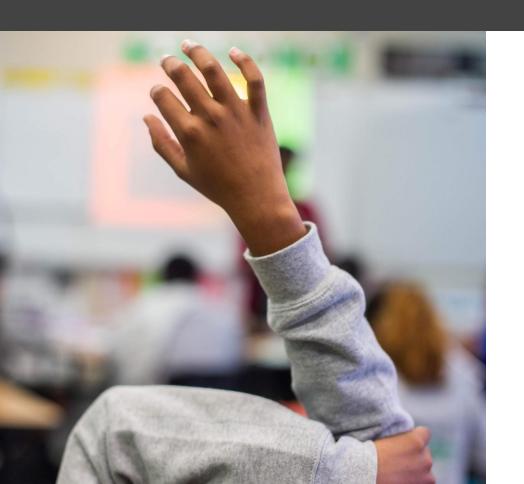
Annually, each Caliber campus will meet its budgeted enrollment target as determined by the Board each year. (HSF)

By the end of SY23-24, each Caliber campus will meet or exceed its ADA target of 97% and its student retention target of 90%. (HSF)

By the end of SY25-26, the Caliber network will be able to sustain itself financially on public dollars.

By the end of SY23-24, Caliber will have expanded and diversified its donor base by at least 10%.









Action Item:

Approval of Strategic Plan



SECTION 2 : ADVANCE DISCUSSION MATERIALS

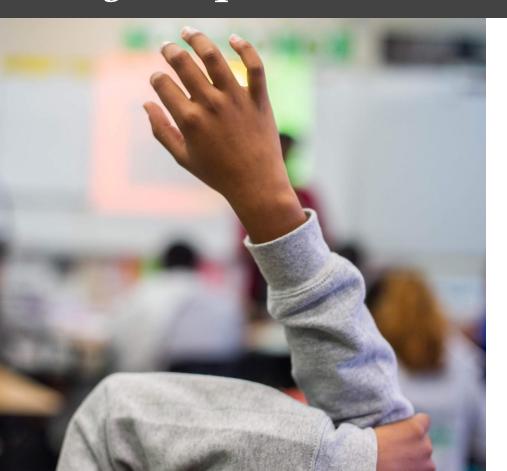
B2.1 - Finance and Budget Updates





Budget Updates





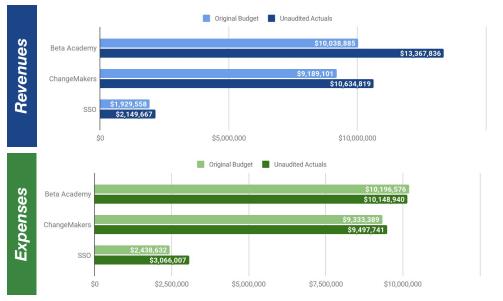
2020-21 Unaudited Actuals

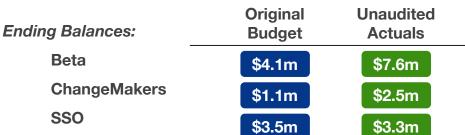
EPA Spending Plans

ESSER III Expenditure Plans

2020-21 Unaudited Actuals







- No major change in operating results since the June Board meeting
- Beta Academy revenues substantially inflated by North Campus Funding (\$1.65 million), without which, results would have been in line with previous forecasts
- Ending fund balances remain strong relative to the budget approved a year ago.
- We did not have to borrow funds to maintain working capital
- In order to manage lease / debt covenants, we did defer payment of Caliber's network fees from schools, but we did not have to make an intra-company loan from the SSO to either school
- See appendix for details on revenue and expense variances

2020-2
Results
by
Divisior
(summary

	Beta Academy	ChangeMakers	School Support Org	Eliminations	Consolidated
ENROLLMENT	924	820			1744
OPERATING REVENUES					
General Education Funding	\$10,797,972	\$8,981,905	\$0	\$0	\$19,779,877
Special Education Funding	\$705,638	\$619,822	\$0	\$0	\$1,325,460
After School Funding	\$133,169	\$133,169	\$0	\$0	\$266,339
Facility Funding	\$1,646,197	\$808,863	\$0	\$0	\$2,455,060
Meal Funding	\$73,591	\$64,882	\$0	\$0	\$138,473
Local Revenues	\$335	\$19,115	\$11,581	\$0	\$31,031
Network Fees	\$0	\$0	\$1,647,497	-\$1,647,497	\$0
Total Operating Revenues	\$13,356,903	\$10,627,756	\$1,659,078	-\$1,647,497	\$23,996,240
EXPENSES					
SALARIES & BENEFITS					
Academic Administration	\$1,024,707	\$690,499	\$290,080	\$0	\$2,005,287
Instructional Staff	\$3,241,967	\$2,668,915	\$0	\$0	\$5,910,882
Special Education Staff	\$729,194	\$775,008	\$106,765	\$0	\$1,610,968
Other Student Services	\$308,310	\$440,231	\$0	\$0	\$748,542
Operations	\$610,905	\$494,136	\$1,331,443	\$0	\$2,436,483
Benefits	\$1,139,980	\$1,071,924	\$356,386	\$0	\$2,568,290
Subtotal	\$7,055,064	\$6,140,714	\$2,084,674	\$0	\$15,280,452
SUPPLIES & SERVICES				***	
Curriculum & Instruction	\$548,726	\$460,167	\$220,978	\$0	\$1,229,871
Special Education	\$435,647	\$271,987	\$7,980	\$0	\$715,613
After School	\$152,991	\$147,169	\$0	\$0	\$300,160
Meals	\$54,582	\$53,003	\$0	\$0	\$107,585
Facilities	\$569,778	\$1,316,511	\$84,190	\$0	\$1,970,479
Other Operations	\$365,500	\$262,116	\$667,747	\$0	\$1,295,363
Network & Oversight	\$966,653	\$846,074	\$437	-\$1,647,497	\$165,667
Subtotal	\$3,093,876	\$3,357,027	\$981,333	-\$1,647,497	\$5,784,739
Total Expenses	\$10,148,940	\$9,497,741	\$3,066,007	-\$1,647,497	\$21,065,191
OPERATING INCOME	\$3,207,963	\$1,130,014	-\$1,406,929	\$0	\$2,931,049
NON-OPERATING REVENUE					
Donations	\$10,933	\$7,063	\$490,589	\$0	\$508,585
NET INCOME	\$3,218,896	\$1,137,077	-\$916,340	\$0	\$3,439,634
Beginning Fund Balance	\$4,427,466	\$1,382,112	\$4,262,737	\$0	\$10,072,316
Projected Ending Fund Balance	\$7,646,363	\$2,519,190	\$3,346,398	\$0	\$13,511,950

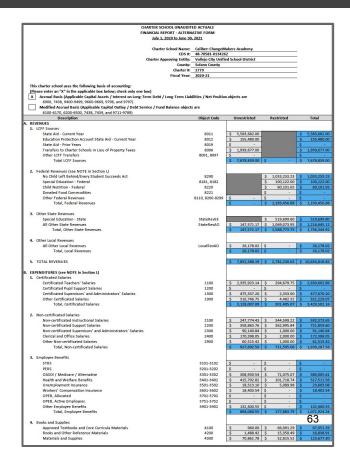
2020-21 Unaudited Actuals

"Unaudited Actuals" Submissions



- Each charter school provides the following budget updates to authorizers and the CDE:
 - By July 1 Budget for the year
 - By December 15 First Interim report
 - By March 15 Second Interim report
 - By Sept 15 Unaudited Actuals report
- Our submissions will match the financials included on the previous slides, and will be submitted in the state-mandated template

Staff is seeking Board approval to submit the 2020-21 Unaudited Actuals report for each school, drafts of which are included in the packet



EPA Spending Plan Submissions



- Each charter school is required to approve and post a copy of its plans for spending Education Protection Account (EPA) funding from the state provides the following budget updates to authorizers and the CDE
- We have consistently used this funding to support teacher salaries.
- The plan must be reviewed and approved by the Board each September.

The consent calendar for today's meeting includes the proposed EPA spending plans for each school.

Caliber: Beta Academy Education Protection Account (EPA) Spending Plan

Proposition 30, "The Schools and Local Public Safety Protection Act of 2012," temporarily increased the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. The new revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). Charter schools such as Caliber: Beta Academy receive funds from the EPA based on their proportionate share of the statewide revenue limit amount.

Proposition 30 provides that governing boards of local agencies such as Caliber: Beta Academy have the sole authority to determine how they spend EPA funds, provided that the spending plan must be approved during a public meeting of the governing board. EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.

Each year, the local agency must publish on its Website an accounting of how much money was received from the EPA and how the funds were expended. The estimated EPA entitlement for Caliber: Beta Academy is as follows:

2014-15 School Year (actual)	\$ 55,814
2015-16 School Year (actual)	\$ 113,840
2016-17 School Year (actual)	\$ 143,368
2017-18 School Year (actual)	\$ 149,690
2018-19 School Year (actual)	\$ 154,606
2019-20 School Year (actual)	\$ 166,958
2020-21 School Year (unaudited)	\$ 172,880
2021-22 School Year (projected)	\$ 170,190

EPA funds have been and will be used to cover salaries of certain non-administrative certificated classroom teachers.

This plan will be updated to reflect the actual amount of EPA funds received each year.

Additional information will also be available in Caliber Public Schools' annual financial report.

Significant One Time Funding



COVID-Related Funding Expected between 2020-23



- Significant incremental funds in total dollar and %-age terms
- ESSER funding formulas favor Beta Academy due to focus on number of prior year FRL students
- Numerous restrictions and reporting requirements will limit how funds are spent alongside typical funding
- Plan is to spread funding over 3 years
 - LLMF & ESSER I funding already spent in 2020-21
 - ESSER II and ELO funding will mostly be spent this coming fiscal year
 - o ESSER III can be spent thru Sep 2024

Planned Uses of ESSER III Funds



	Beta Academy	ChangeMakers Academy
ESSER III FundingForecasted TotalSpending time frame	\$2,089,623 2022-23 and 2023-24	\$1,264,607 Mostly 2022-23, some 2023-24
Expenditure Plan:	 Cleaning supplies (\$53,000) Operations support (\$135,000) Summer program in '23 & '24 (\$205,000) Extended school year (\$213,000) Additional AP/coach (\$258,000) ELD intervention lead (\$232,000) 2 Academic interventionists (\$336,000) Family engagement manager (\$156,000) 2 Mental health clinicians (\$414,000) Instructional technology (\$87,623) 	 Cleaning supplies (\$26,000) Operations support (\$66,000) Summer program in 2023 (\$100,000) Extended school year (\$213,000) Additional AP/coach (\$126,000) 2 Academic interventionists (\$336,000) Family engagement manager (\$141,000) Mental health clinician (\$207,000) Instructional technology (\$49,607)

ESSER III Expenditure Plans



- Each charter school receiving ESSER III funds must develop and publish an expenditure plan.
- The CDE provides a template for schools to use.
- The plan must be reviewed and approved by the Board.

The consent calendar for today's meeting includes the proposed **ESSER III Expenditure Plans for each** school, drafts of which are included in the packet



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. ESSER III Expenditure Plan for Caliber: Beta Academy

Page 1 of 14

Budget Appendix



- 2020-21 Budget
 Updates & Variances
 - Beta Academy
 - ChangeMakers Academy
 - School Support Organization



Beta Academy 2020-21 Update

(unaudited)

	Original Budget	Current Outlook	Favorable Variance	Unfavorable Variance
ENROLLMENT	905	924	19	
OPERATING REVENUES				
General Education Funding	\$8,747,930	\$10,797,972	\$2,050,042	
Special Education Funding	\$657.859	\$705.638	\$47.779	
After School Funding	\$109.199	\$133.169	\$23.970	
Facility Funding	\$0	\$1,646,197	\$1,646,197	
Meal Funding	\$493.897	\$73,591	\$1,040,137	-\$420,306
Local Revenues	\$0	\$335	\$335	-4-20,000
Network Fees	\$0	\$0	\$555	
Total Operating Revenues	\$10,008,885	\$13,356,903	\$3,348,018	
EXPENSES				
SALARIES & BENEFITS				
Academic Administration	\$775.571	\$1,024,707		-\$249.136
Instructional Staff	\$3,296,028	\$3,241,967	\$54,061	
Special Education Staff	\$668,947	\$729,194		-\$60,247
Other Student Services	\$506,600	\$308,310	\$198.290	
Operations	\$482,770	\$610.905		-\$128.135
Benefits	\$1,264,543	\$1,139,980	\$124,563	
Subtotal	\$6,994,459	\$7,055,064		-\$60,605
SUPPLIES & SERVICES				
Curriculum & Instruction	\$280,875	\$548,726		-\$267,851
Special Education	\$353,736	\$435,647		-\$81,911
After School	\$145,000	\$152,991		-\$7,991
Meals	\$495,379	\$54,582	\$440,797	
Facilities	\$717,141	\$569,778	\$147,363	
Other Operations	\$340,300	\$365,500		-\$25,200
Network & Oversight	\$869,686	\$966,653		-\$96,967
Subtotal	\$3,202,117	\$3,093,876	\$108,241	-
Total Expenses	\$10,196,576	\$10,148,940	\$47,636	
OPERATING INCOME	-\$187,691	\$3,207,963	\$3,395,654	
NON-OPERATING REVENUE				
Donations	\$30,000	\$10,933		-\$19,067
NET INCOME	-\$157,691	\$3,218,896	\$3,376,587	
Beginning Fund Balance	\$4,302,492	\$4,427,466	\$124,974	
Projected Ending Fund Balance	\$4,144,801	\$7,646,363	\$3,501,562	



- Significantly improved revenue as a result of (i) increased enrollment, (ii) removal of State "growth cap", and (iii) improved State economic outlook.
- Revenues from 2nd and 3rd rounds of Federal stimulus funds and state Expanded Learning Grant largely excluded at this time (will book in future years)
- Forecast now includes North Campus grant of \$1.65 million.

 Overall expenses in line with the original budget. (Increased COVID-related expenses will hit in 2021-22 and beyond)

- Net result is a large, temporary increase in our bottom line.
- We ended 2020-269 with a \$7.6 million ending balance

Change-Makers Academy 2020-21 Update

(unaudited)

	Original Budget	Current Outlook	Favorable Variance	Unfavorable Variance
ENROLLMENT	830	820		-10
OPERATING REVENUES				
General Education Funding	\$7,358,203	\$8.981.905	\$1,623,702	
Special Education Funding	\$7,358,203	\$6,981,905	\$1,623,702	
After School Funding	\$100.000	\$133,169	\$33,169	
Facility Funding	\$814,311	\$808,863	\$33,169	-\$5.449
Meal Funding	\$337,628	\$64,882		-\$272,746
Local Revenues	\$20.000	\$19,115		-\$272,746
Network Fees	\$20,000	\$19,115		-9003
Total Operating Revenues	\$9,174,101	\$10,627,756	\$1,453,655	
		1.10		
EXPENSES SALARIES & BENEFITS				
Academic Administration	*****	\$500 400		404.054
Instructional Staff	\$658,648	\$690,499	\$44.305	-\$31,851
Special Education Staff	\$2,713,220 \$616,700	\$2,668,915 \$775,008	\$44,305	-\$158,308
Other Student Services			\$6,769	-\$150,300
Operations	\$447,000	\$440,231	\$6,769	CE7 404
Benefits	\$437,032	\$494,136		-\$57,104
Subtotal	\$1,053,994	\$1,071,924 \$6,140,714		-\$17,930
SUPPLIES & SERVICES	\$5,926,594	\$6,140,714		-\$214,120
Curriculum & Instruction	£000.450	\$460.167		-\$252.017
	\$208,150		620,220	-\$252,017
Special Education After School	\$311,319	\$271,987	\$39,332	***
Meals	\$145,000	\$147,169	*200.000	-\$2,169
Meais Facilities	\$359,223	\$53,003	\$306,220	
Other Operations	\$1,366,476	\$1,316,511	\$49,964	044.040
Network & Oversight	\$247,800	\$262,116 \$846.074		-\$14,316
Subtotal	\$768,828 \$3,406,795	\$3,357,027	\$49.768	-\$77,246
Total Expenses		\$3,357,027	\$49,768	-\$164.352
iotai expenses	\$9,333,389	\$9,497,741		-\$164,352
OPERATING INCOME	-\$159,289	\$1,130,014	\$1,289,303	
NON-OPERATING REVENUE				
Donations	\$15,000	\$7,063		-\$7,937
NET INCOME	-\$144,289	\$1,137,077	\$1,281,366	
Beginning Fund Balance	\$1,199,697	\$1,382,112	\$182.415	
Projected Ending Fund Balance	\$1,055,408	\$2,519,190	\$1,463,782	



- Significantly improved revenue as a result of (i) removal of State "growth cap", and (ii) improved State economic outlook.
- Revenues from 2nd and 3rd rounds of Federal stimulus funds and state Expanded Learning Grant largely excluded at this time (will book in future years)

 Overall expenses in line with the original budget. (Increased COVID-related expenses will hit in 2021-22 and beyond)

- Results in a large, temporary increase in our bottom line.
- We ended 2020-21 with a \$2.5 million ending balance

School	
Support	
Org.	,
2020-21	,
Update	,

(unaudited)

	Original Budget	Current Outlook	Favorable Variance	Unfavorable Variance
ENROLLMENT				
OPERATING REVENUES				
General Education Funding	\$0	\$0		
Special Education Funding	\$0	\$0		
After School Funding	\$0	\$0		
Facility Funding	\$0	\$0		
Meal Funding	\$0	\$0		
Local Revenues	\$10.000	\$11,581	\$1,581	
Network Fees	\$1,489,558	\$1,647,497	\$157,939	
Total Operating Revenues	\$1,499,558	\$1,659,078	\$159,520	-
EXPENSES				
SALARIES & BENEFITS				
Academic Administration	\$248,000	\$290,080		-\$42,080
Instructional Staff	\$0	\$0		
Special Education Staff	\$83,902	\$106,765		-\$22,863
Other Student Services	\$0	\$0		
Operations	\$1,176,200	\$1,331,443		-\$155,243
Benefits	\$280,056	\$356,386		-\$76,330
Subtotal	\$1,788,158	\$2,084,674		-\$296,516
SUPPLIES & SERVICES				
Curriculum & Instruction	\$115,000	\$220,978		-\$105,978
Special Education	\$10,000	\$7,980	\$2,020	
After School	\$0	\$0		
Meals	\$0	\$0		
Facilities	\$79,874	\$84,190		-\$4,316
Other Operations	\$445,600	\$667,747		-\$222,147
Network & Oversight	\$0	\$437		-\$437
Subtotal	\$650,474	\$981,333		-\$330,859
Total Expenses	\$2,438,632	\$3,066,007		-\$627,375
OPERATING INCOME	-\$939,074	-\$1,406,929		-\$467,855
NON-OPERATING REVENUE				
Donations	\$430,000	\$490,589	\$60,589	
NET INCOME	-\$509,074	-\$916,340		-\$407,266
Beginning Fund Balance	-\$509,074 \$4,013,173	\$4,262,737	\$249,564	- 94 07,266
Projected Ending Fund Balance	\$4,013,173	\$3,346,398	φ∠49,364	-\$157.701
Trojected Ending Fund Dalance	φο,504,099	φ3,346,396		-\$157,701



- Network fees have increased in proportion to schools' LCFF funding.
- The SSO does not receive any portion of Federal or State stimulus funding.

Expenses rose with increased staffing to support schools

- Unexpected donations have helped offset the impact of increased expenditures
 We ended 2020-21 with a
- We ended 2020-21 with a \$3.3 million ending balance



Action Item(s):

-Staff is seeking Board approval to submit the 2020-21 Unaudited Actuals report for each school, drafts of which are included in the packet



SECTION 2 : ADVANCE DISCUSSION MATERIALS

B2.2 - Unaudited Actuals report for BETA Academy

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT - ALTERNATIVE FORM July 1, 2020 to June 30, 2021

Charter School Name: Caliber: Beta Academy

CDS #: 07-10074-0129528

Charter Approving Entity: Contra Costa County Board of Eduction

County: Contra Costa County

Charter #: 1622 Fiscal Year: 2020-21

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities / Net Position objects are

6900, 7438, 9400-9499, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service / Fund Balance objects are

L	6100-6170, 6200-6500, 7438, 7439, and 9711-9789)	le objects are			
	Description	Object Code	Unrestricted	Restricted	Total
A.	REVENUES	Object code	Omestricted	nestricteu	IUIAI
l	1. LCFF Sources				
	State Aid - Current Year	8011	\$ 6,026,494.00		\$ 6,026,494.00
	Education Protection Account State Aid - Current Year	8012	\$ 172,880.00		\$ 172,880.00
	State Aid - Prior Years	8019	\$ -		\$ -
	Transfers to Charter Schools in Lieu of Property Taxes	8096	\$ 2,602,337.00		\$ 2,602,337.00
	Other LCFF Transfers	8091, 8097	\$ -		\$ -
	Total LCFF Sources	555_, 555	\$ 8,801,711.00	\$ -	\$ 8,801,711.00
			÷ 0,000,000	T	+ 0,000,000
	2. Federal Revenues (see NOTE in Section L)				
	No Child Left Behind/Every Student Succeeds Act	8290		\$ 1,444,022.01	\$ 1,444,022.01
	Special Education - Federal	8181, 8182		\$ 119,522.00	\$ 119,522.00
	Child Nutrition - Federal	8220	-	\$ 68,248.93	\$ 68,248.93
	Donated Food Commodities	8221	İ	\$ -	\$ -
	Other Federal Revenues	8110, 8260-8299	\$ -	\$ -	\$ -
	Total, Federal Revenues	5==5, 5==5	\$ -	\$ 1,631,792.94	\$ 1,631,792.94
			*	+ 2/002/1021011	+ 2,002,020.0
	3. Other State Revenues				
	Special Education - State	StateRevSE		\$ 586,116.20	\$ 586,116.20
	All Other State Revenues	StateRevAO	\$ 165,293.82	\$ 1,917,932.70	\$ 2,083,226.52
	Total, Other State Revenues		\$ 165,293.82	\$ 2.504.048.90	\$ 2,669,342.72
	··· , · · · · · · · · · · · · · · · · · · ·			, , , , , , , , , , , , , , , , , , , ,	, , , , , , , , , , , ,
	4. Other Local Revenues				
	All Other Local Revenues	LocalRevAO	\$ 11,267.97	\$ 253,721.47	\$ 264,989.44
	Total, Local Revenues		\$ 11,267.97	\$ 253,721.47	\$ 264,989.44
	5. TOTAL REVENUES		\$ 8,978,272.79	\$ 4,389,563.31	\$ 13,367,836.10
В.	EXPENDITURES (see NOTE in Section L)				
	1. Certificated Salaries				
	Certificated Teachers' Salaries	1100	\$ 2,597,431.67	\$ 520,550.73	\$ 3,117,982.40
	Certificated Pupil Support Salaries	1200	\$ 4,699.37	\$ -	\$ 4,699.37
	Certificated Supervisors' and Administrators' Salaries	1300	\$ 555,038.98	\$ 98,375.50	\$ 653,414.48
	Other Certificated Salaries	1900	\$ 279,796.91	\$ 182,456.68	\$ 462,253.59
	Total, Certificated Salaries		\$ 3,436,966.93	\$ 801,382.91	\$ 4,238,349.84
	2. Non-certificated Salaries				
	Non-certificated Instructional Salaries	2100	\$ 190,523.51	\$ 459,842.81	\$ 650,366.32
	Non-certificated Support Salaries	2200	\$ 411,862.61	\$ 217,338.86	\$ 629,201.47
	Non-certificated Supervisors' and Administrators' Salaries	2300	\$ 91,414.41	\$ 1,000.00	\$ 92,414.41
	Clerical and Office Salaries	2400	\$ 298,751.82	\$ 6,000.00	\$ 304,751.82
	Other Non-certificated Salaries	2900	\$ -	\$ -	\$ -
	Total, Non-certificated Salaries		\$ 992,552.35	\$ 684,181.67	\$ 1,676,734.02
	3. Employee Benefits				
	STRS	3101-3102	\$ -	\$ -	\$ -
	PERS	3201-3202	\$ -	\$ -	\$ -
	OASDI / Medicare / Alternative	3301-3302	\$ 341,117.31	\$ 106,727.42	\$ 447,844.73
	Health and Welfare Benefits	3401-3402	\$ 362,512.21	\$ 131,247.90	\$ 493,760.11
	Unemployment Insurance	3501-3502	\$ 23,555.34	\$ 6,778.29	\$ 30,333.63
	Workers' Compensation Insurance	3601-3602	\$ 21,374.55	\$ -	\$ 21,374.55
	OPEB, Allocated	3701-3702	\$ -	\$ -	\$ -
	OPEB, Active Employees	3751-3752	\$ -	\$ -	\$ -
	Other Employee Benefits	3901-3902	\$ 146,666.89	\$ -	\$ 146,666.89
	Total, Employee Benefits		\$ 895,226.30	\$ 244,753.61	\$ 1,139,979.91
	4. Books and Supplies				
	Approved Textbooks and Core Curricula Materials	4100	\$ 59.80	\$ 124,771.17	\$ 124,830.97
	Books and Other Reference Materials	4200	\$ -	\$ 16,557.90	\$ 16,557.90
	Materials and Supplies	4300	\$ 166,449.84	\$ 59,143.29	\$ 225,593.13

ı	Manager de line de Constant de	4400	۲.	175 200 11	4	452 207 42	4	220 (52 22
	Noncapitalized Equipment Food	4400 4700	\$	175,266.11 30,132.01	\$	153,387.12 51,623.65	\$	328,653.23 81,755.66
	Total, Books and Supplies	4700	\$	371,907.76	\$	405,483.13	\$	777,390.89
	5. Services and Other Operating Expenditures	F100	4	11,250.00	ć	-	۲.	11,250.00
	Subagreements for Services Travel and Conferences	5100 5200	\$	19,476.16	\$	16,949.00	\$	36,425.16
	Dues and Memberships	5300	\$	462.11	\$	-	\$	462.11
	Insurance	5400	\$	28,039.06	\$	-	\$	28,039.06
	Operations and Housekeeping Services	5500	\$	55,793.00	\$	69,393.00	\$	125,186.00
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	\$	362,793.32	\$	-	\$	362,793.32
	Transfers of Direct Costs Professional/Consulting Services and Operating Expend.	5700-5799 5800	\$	1,190,560.69	\$	- 472,356.94	\$	1,662,917.63
	Communications	5900	\$	44,924.68	\$	30,135.50	\$	75,060.18
	Total, Services and Other Operating Expenditures		\$	1,713,299.02	\$	588,834.44	\$	2,302,133.46
	Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only) Land and Land Improvements	6100-6170	\$	-	\$	_	\$	_
	Buildings and Improvements of Buildings	6200	\$	-	\$	-	\$	-
	Books and Media for New School Libraries or Major		7					
	Expansion of School Libraries	6300	\$	-	\$	-	\$	-
	Equipment	6400	\$	-	\$	-	\$	-
	Equipment Replacement Depreciation Expense (for accrual basis only)	6500 6900	\$	-	\$	- 13,779.80	\$	13,779.80
	Total, Capital Outlay	0900	\$	-	\$	13,779.80	\$	13,779.80
	istal, sapital salay		Ÿ		<u> </u>	25,775.00	<u> </u>	13,773.00
	7. Other Outgo							
	Tuition to Other Schools	7110-7143	\$	-	\$	-	\$	-
	Transfers of Pass-through Revenues to Other LEAs Transfers of Apportionments to Other LEAs - Spec. Ed.	7211-7213 7221-7223SE	\$	-	\$	-	\$	-
	Transfers of Apportionments to Other LEAs - Spec. Ed. Transfers of Apportionments to Other LEAs - All Other	7221-72233L 7221-7223AO	\$	-	\$	-	\$	_
	All Other Transfers	7281-7299	\$	-	\$	-	\$	-
	Transfers of Indirect Costs	7300-7399	\$	(12,073.80)	\$	11,773.80	\$	(300.00)
	Debt Service:							
	Interest	7438	\$	872.00	\$	-	\$	872.00
	Principal (for modified accrual basis only) Total, Other Outgo	7439	\$	(11,201.80)	\$	11,773.80	\$	572.00
	Total, Other Odigo		ب	(11,201.80)	٧	11,773.80	ڔ	372.00
;	8. TOTAL EXPENDITURES		<u> </u>	7 200 750 50	\$	2,750,189.36	\$	10,148,939.92
			\$	7,398,750.56	Ş	2,750,169.50	Ş	10,140,555.52
<u> </u>			\$					
	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$	1,579,522.23	\$	1,639,373.95	\$	3,218,896.18
	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		\$					
D. (EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	8930-8979	\$					
D. (EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses	8930-8979 7630-7699	\$	1,579,522.23	\$	1,639,373.95	\$	
D. (EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts	7630-7699	\$	1,579,522.23	\$	1,639,373.95	\$ \$	3,218,896.18
D.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses		\$	1,579,522.23	\$	1,639,373.95	\$	3,218,896.18
D. (EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts	7630-7699	\$	1,579,522.23	\$	1,639,373.95	\$ \$	3,218,896.18
D. :	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	7630-7699	\$ \$	1,579,522.23	\$ \$	1,639,373.95	\$ \$	3,218,896.18
D. (EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4)	7630-7699	\$ \$	1,579,522.23	\$ \$ \$	1,639,373.95	\$ \$ \$	3,218,896.18 - - -
D. (EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES	7630-7699	\$ \$	1,579,522.23	\$ \$ \$	1,639,373.95	\$ \$ \$	3,218,896.18 - - -
D. (EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION	7630-7699	\$ \$	1,579,522.23	\$ \$ \$	1,639,373.95	\$ \$ \$ \$	3,218,896.18 - - -
D. (EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	7630-7699 8980-8999	\$ \$ \$ \$	1,579,522.23 1,579,522.23 3,019,273.04 0.20	\$ \$ \$	1,639,373.95 1,639,373.95 1,408,193.31 -	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	7630-7699 8980-8999 9791	\$ \$	1,579,522.23 1,579,522.23 1,579,522.23 3,019,273.04 0.20 3,019,273.24	\$ \$ \$	1,639,373.95 1,639,373.95 1,408,193.31 - 1,408,193.31	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	7630-7699 8980-8999 9791	\$ \$ \$ \$	1,579,522.23 1,579,522.23 3,019,273.04 0.20	\$ \$ \$	1,639,373.95 1,639,373.95 1,408,193.31 -	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20
D. 1	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only):	7630-7699 8980-8999 9791	\$ \$	1,579,522.23 1,579,522.23 1,579,522.23 3,019,273.04 0.20 3,019,273.24	\$ \$ \$	1,639,373.95 1,639,373.95 1,408,193.31 - 1,408,193.31	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55
D. 1	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	7630-7699 8980-8999 9791	\$ \$	1,579,522.23 1,579,522.23 1,579,522.23 3,019,273.04 0.20 3,019,273.24	\$ \$ \$	1,639,373.95 1,639,373.95 1,408,193.31 - 1,408,193.31	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	9791 9793, 9795 9711 9712	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23 1,579,522.23 3,019,273.04 0.20 3,019,273.24 4,598,795.47	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95 1,639,373.95 1,408,193.31 - 1,408,193.31 3,047,567.26	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	9791 9793, 9795 9711 9712 9713	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23 1,579,522.23 3,019,273.04 0.20 3,019,273.24 4,598,795.47	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95 1,639,373.95 1,408,193.31 - 1,408,193.31 3,047,567.26	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9320) Prepaid Expenditures (equals object 9330) All Others	9791 9793, 9795 9711 9712 9713 9719	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23 1,579,522.23 3,019,273.04 0.20 3,019,273.24 4,598,795.47	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. 1	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	9791 9793, 9795 9711 9712 9713	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23 1,579,522.23 3,019,273.04 0.20 3,019,273.24 4,598,795.47	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95 1,639,373.95 1,408,193.31 - 1,408,193.31 3,047,567.26	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	9791 9793, 9795 9711 9712 9713 9719	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23 1,579,522.23 3,019,273.04 0.20 3,019,273.24 4,598,795.47	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	9791 9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	9791 9791 9793, 9795 9711 9712 9713 9719 9740	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9320) Prepaid Expenditures (equals object 9330) All Others b Restricted c. Committed Stabilization Arrangements Other Commitments d. Assigned e Unassigned/Unappropriated	9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. () ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ; ;	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D.	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance	9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. : : : : : : : : : : : : : : : : : : :	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9320) Prepaid Expenditures (equals object 9330) All Others b Restricted c. Committed Stabilization Arrangements Other Commitments d. Assigned e Unassigned/Unappropriated Reserve for Economic Uncertainities Unassigned/Unappropriated Amount 3. Components of Ending Net Position (Accrual Basis only) a. Net Investment in Capital Assets b. Restricted Net Position	9791 9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780 9780 9790M	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73
D. : : : : : : : : : : : : : : : : : : :	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9320) Prepaid Expenditures (equals object 9330) All Others b Restricted c. Committed Stabilization Arrangements Other Commitments d. Assigned e Unassigned/Unappropriated Amount 3. Components of Ending Net Position (Accrual Basis only) a. Net Investment in Capital Assets	9791 9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780 9780 9790M	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,579,522.23	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,639,373.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	3,218,896.18 3,218,896.18 4,427,466.35 0.20 4,427,466.55 7,646,362.73

G. ASSETS		1			1
1. Cash					
In County Treasury	9110	\$	-	\$ -	\$ -
Fair Value Adjustment to Cash in County Treeasury	9111	\$	-	\$ -	\$ -
In Banks	9120	\$	2,759,891.21	\$ (1,762,108.35)	\$ 997,782.86
In Revolving Fund	9130	\$	-	\$ -	\$ -
With Fiscal Agent / Trustee	9135	\$	-	\$ -	\$ -
Collections Awaiting Deposit	9140	\$	767.97	\$ -	\$ 767.97
2 Investments	9150	\$	-	\$ -	\$ -
3 Accounts Receivable	9200	\$	9,765.00	\$ -	\$ 9,765.00
4 Due from Grantor Governments	9290	\$	3,150,947.37	\$ 2,764,612.72	\$ 5,915,560.09
5 Stores	9320	\$	-	\$ -	\$ -
6 Prepaid Expenditures (Expenses)	9330	\$	88,211.66	\$ -	\$ 88,211.66
7 Other Current Assets	9340	\$	(1,029.33)	\$ -	\$ (1,029.33)
8 Capital Assets (accrual basis only)	9400-9489	\$	2,945,804.03	\$ 3,028,482.83	\$ 5,974,286.86
9 TOTAL ASSETS		\$	8,954,357.91	\$ 4,030,987.20	\$ 12,985,345.11
H. DEFERRED OUTFLOWS OF RESOURCES					
1 Deferred Outflows of Resources	9490	\$	-	\$ -	\$ -
2 TOTAL DEFERRED OUTFLOWS		\$	-	\$ -	\$ -
I. LIABILITIES					
1. Accounts Payable	9500	\$	1,801,432.74	\$ 983,419.94	\$ 2,784,852.68
2 Due to Grantor Governments	9590	\$	-	\$ -	\$ -
3 Current Loans	9640	\$	-	\$ -	\$ -
4 Unearned Revenue	9650	\$	-	\$ -	\$ -
5 Long-Term Liabilities (accrual basis only)	9660-9669	\$	2,554,129.70	\$ -	\$ 2,554,129.70
6 TOTAL LIABILITIES		\$	4,355,562.44	\$ 983,419.94	\$ 5,338,982.38
J. DEFERRED INFLOWS OF RESOURCES					
1 Deferred Inflows of Resources	9690	\$	-	\$ -	\$ -
2 TOTAL DEFERRED INFLOWS		\$	-	\$ -	\$ -
K. FUND BALANCE / NET POSITION					
Ending Fund Balance / Net Position, June 30 (G9 + H2) - (I6 + J2)					
(must agree with Line F2)		\$	4,598,795.47	\$ 3,047,567.26	\$ 7,646,362.73

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING
ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH
THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENCE OF EFFORT REQUIREMENT:

1 Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

		Federal Program Name (if no amounts, indicate "NONE")
a.	NONE	
b.		
c.		
d		
e.		
f.		
g.		
h.		
i.		
j.		

TOTAL FEDERAL REVENUES USED FOR CAPITAL OUTLAY AND DEBT SERVICE

Ų			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			0.00
			-
	0.00	0.00	0.00

Debt Service

Capital Outlay

2 Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

			Amount
	Objects of Expenditures		(Enter "0.00" if none)
a.	Certificated Salaries	1000-1999	0.00
b.	Noncertificated Salaries	2000-2999	0.00
c.	Employee Benefits	3000-3999	0.00
d	Books and Supplies	4000-4999	0.00
e.	Services and Other Operating Expenditures	5000-5999	0.00
	TOTAL COMMUNITY SERVICES EXPENDITURES		0.00

3 State and Local Expenditures to be Used for ESSA Annual Maintence of Effort Calculation:

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2021-22.

a.	Total Expenditures (B8)	10,148,939.92
b.	Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	1,631,792.94
c.	Subtotal of State & Local Expenditures [a minus b]	8,517,146.98
d.	Less Community Services [L2 Total]	0.00
e.	Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	14,651.80
	TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ 8,502,495.18



SECTION 2 : ADVANCE DISCUSSION MATERIALS

B2.3 - Unaudited Actuals report for Changemakers Academy

CHARTER SCHOOL UNAUDITED ACTUALS FINANCIAL REPORT - ALTERNATIVE FORM July 1, 2020 to June 30, 2021

Charter School Name: Caliber: ChangeMakers Academy

CDS #: 48-70581-0134262

Charter Approving Entity: Vallejo City Unified School District

County: Solano County Charter #: 1779 Fiscal Year: 2020-21

This charter school uses the following basis of accounting:

(Please enter an "X" in the applicable box below; check only one box)

X Accrual Basis (Applicable Capital Assets / Interest on Long-Term Debt / Long-Term Liabilities / Net Position objects are

6900, 7438, 9400-9499, 9660-9669, 9796, and 9797)

Modified Accrual Basis (Applicable Capital Outlay / Debt Service / Fund Balance objects are

		6100-6170, 6200-6500, 7438, 7439, and 9711-9789)						
		Description	Object Code	Unrestricted		Restricted		Total
A.	RE	VENUES						
	1.	LCFF Sources						
		State Aid - Current Year	8011	\$ 5,583,682.00			\$	5,583,682.00
		Education Protection Account State Aid - Current Year	8012	\$ 155,480.00			\$	155,480.00
		State Aid - Prior Years	8019	\$ -			\$	-
		Transfers to Charter Schools in Lieu of Property Taxes	8096	\$ 1,939,677.00			\$	1,939,677.00
		Other LCFF Transfers	8091, 8097	\$ -			\$	_
		Total LCFF Sources		\$ 7,678,839.00	\$	-	\$	7,678,839.00
	2.	Federal Revenues (see NOTE in Section L)						
		No Child Left Behind/Every Student Succeeds Act	8290		\$	1,033,233.23	\$	1,033,233.23
		Special Education - Federal	8181, 8182		\$	100,122.00	\$	100,122.00
		Child Nutrition - Federal	8220		\$	60,101.65	\$	60,101.65
		Donated Food Commodities	8221		\$	-	\$	-
		Other Federal Revenues	8110, 8260-8299	\$ -	\$	_	\$	_
		Total, Federal Revenues	5-20, 5-20	\$ -	\$	1,193,456.88	\$	1,193,456.88
		Total, Federal Nevendes		Y	Y	1,133, 130,00	Y	1)130) 130100
	3.	Other State Revenues						
		Special Education - State	StateRevSE		\$	519,699.80	\$	519,699.80
		All Other State Revenues	StateRevAO	\$ 147,571.17	\$	1,069,073.95	\$	1,216,645.12
		Total, Other State Revenues	otatenew to	\$ 147,571.17	\$	1,588,773.75	\$	1,736,344.92
		. Italy other otate hereines			Y	1,000,110.10	7	_,, 55,544.52
	4.	Other Local Revenues						
		All Other Local Revenues	LocalRevAO	\$ 26,178.02	\$	_	\$	26,178.02
		Total, Local Revenues	Ededitevio	\$ 26,178.02	\$	_	\$	26,178.02
		Total, Local Nevenues		Ç 20,170.02	7		Y	20,170.02
	5.	TOTAL REVENUES		\$ 7,852,588.19	\$	2,782,230.63	\$	10,634,818.82
	٠.	TO THE REPERTORS		ψ 1,002,000.13	Υ	2,702,230.03	Ť	10,00 1,010.02
в.	EX	PENDITURES (see NOTE in Section L)						
		Certificated Salaries						
		Certificated Teachers' Salaries	1100	\$ 2,335,923.14	\$	294,679.75	\$	2,630,602.89
		Certificated Pupil Support Salaries	1200	\$ -	Ś	-	\$	_
		Certificated Supervisors' and Administrators' Salaries	1300	\$ 475,337.20	\$	2,333.00	\$	477,670.20
		Other Certificated Salaries	1900	\$ 316,746.75	\$	4,482.32	\$	321,229.07
		Total, Certificated Salaries		\$ 3,128,007.09	\$	301,495.07	\$	3,429,502.16
				7 0/220/00:100	_	2027,100101	т.	<i>z</i> ,, <i>z</i>
	2.	Non-certificated Salaries						
		Non-certificated Instructional Salaries	2100	\$ 247,774.43	\$	344,599.22	\$	592,373.65
		Non-certificated Support Salaries	2200	\$ 358,863.76	\$	362,995.84	\$	721,859.60
		Non-certificated Supervisors' and Administrators' Salaries	2300	\$ 90,140.84	\$	1,000.00	\$	91,140.84
		Clerical and Office Salaries	2400	\$ 170,398.05	\$	2,000.00	\$	172,398.05
		Other Non-certificated Salaries	2900	\$ 60,515.42	\$	1,000.00	\$	61,515.42
		Total, Non-certificated Salaries		\$ 927,692.50	\$	711,595.06	\$	1,639,287.56
		,						
	3.	Employee Benefits						
		STRS	3101-3102	\$ -	\$	-	\$	_
		PERS	3201-3202	\$ -	\$	_	\$	
		OASDI / Medicare / Alternative	3301-3302	\$ 308,930.54	\$	71,075.07	\$	380,005.61
		Health and Welfare Benefits	3401-3402	\$ 415,792.82	\$	101,718.74	\$	517,511.56
		Unemployment Insurance	3501-3502	\$ 18,513.10	\$	5,089.98	\$	23,603.08
		Workers' Compensation Insurance	3601-3602	\$ 18,403.54	\$	3,069.96	\$	18,403.54
		OPEB, Allocated	3701-3702	\$ 18,403.54	\$	-	\$	18,403.54
		OPEB, Active Employees	3751-3752	\$ -	\$	-	\$	
		Other Employee Benefits	3901-3902	\$ 132,400.55	\$	_	\$	132,400.55
		Total, Employee Benefits	3301-3302	\$ 894,040.55	\$	177,883.79	\$	1,071,924.34
		Total, Lilipioyee beliefits		y 034,040.33	Ş	177,005.79	Ą	1,071,524.34
	4	Books and Supplies						
	→.	Approved Textbooks and Core Curricula Materials	4100	\$ 960.00	\$	66,091.29	\$	67,051.29
		Books and Other Reference Materials	4200	\$ 1,488.42	\$	15,350.49	\$	16,838.91
		Materials and Supplies	4300	\$ 70,861.78	\$	52,815.52	\$	123,677.30
l		Materials and Supplies	4300	7 70,001.70	٧	32,013.32	٧	123,077.30

l	Noncapitalized Equipment	4400	\$	158,206.27	\$	146,733.76	\$	304,940.03
	Food	4700	\$	4,556.76	\$	52,229.13	\$	56,785.89
	Total, Books and Supplies		\$	236,073.23	\$	333,220.19	\$	569,293.42
5	5. Services and Other Operating Expenditures							
	Subagreements for Services	5100	\$	1,665.48	\$		\$	1,665.48
	Travel and Conferences Dues and Memberships	5200 5300	\$	1,907.92 661.84	\$	5,070.00	\$	6,977.92 661.84
	Insurance	5400	\$	26,646.54	\$	-	\$	26,646.54
	Operations and Housekeeping Services	5500	\$	4,591.25	\$	-	\$	4,591.25
	Rentals, Leases, Repairs, and Noncap. Improvements	5600	\$	452,682.32	\$	808,862.63	\$	1,261,544.95
	Transfers of Direct Costs Professional/Consulting Services and Operating Expend.	5700-5799 5800	\$	998,514.40	\$	398,928.69	\$	1,397,443.09
	Communications	5900	\$	47,145.24	\$	31,197.84	\$	78,343.08
	Total, Services and Other Operating Expenditures		\$	1,533,814.99	\$	1,244,059.16	\$	2,777,874.15
	5. Capital Outlay (Objects 6100-6170, 6200-6500 for modified accrual basis only)							
,	Land and Land Improvements	6100-6170	\$	-	\$	-	\$	_
	Buildings and Improvements of Buildings	6200	\$	-	\$	-	\$	-
	Books and Media for New School Libraries or Major	6300	<u> </u>		ć		_	
	Expansion of School Libraries Equipment	6300 6400	\$	-	\$	-	\$	-
	Equipment Replacement	6500	\$	-	\$	-	\$	_
	Depreciation Expense (for accrual basis only)	6900	\$	3,996.71	\$	4,177.46	\$	8,174.17
	Total, Capital Outlay		\$	3,996.71	\$	4,177.46	\$	8,174.17
,	7. Other Outgo							
	Tuition to Other Schools	7110-7143	\$	-	\$	-	\$	-
	Transfers of Pass-through Revenues to Other LEAs	7211-7213	\$	-	\$	-	\$	-
	Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE 7221-7223AO	\$	-	\$	-	\$	-
	Transfers of Apportionments to Other LEAs - All Other All Other Transfers	7221-7223AU 7281-7299	\$	-	\$	-	\$	-
	Transfers of Indirect Costs	7300-7399	\$	(4,942.36)	\$	4,942.36	\$	-
	Debt Service:							
	Interest	7438	\$	1,685.53	\$	-	\$	1,685.53
	Principal (for modified accrual basis only) Total, Other Outgo	7439	\$	(3,256.83)	\$	4,942.36	\$	1,685.53
	Total, other outgo		Ÿ	(3,230.03)	٧	7,542.50	Y	1,003.33
	3. TOTAL EXPENDITURES					2 777 272 00	Ś	
1	5. TOTAL EXPENDITORES		\$	6,720,368.24	\$	2,777,373.09	Ş	9,497,741.33
C. E	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS-B8)		\$	1,132,219.95	\$	4,857.54		1,137,077.49
C. E	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)							
C. E	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES	8930-8979	\$					
C. E D. 0	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES	8930-8979 7630-7699			\$		\$	
C. E	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts	7630-7699	\$ \$	1,132,219.95	\$ \$	4,857.54	\$ \$	1,137,077.49
C. E	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses		\$	1,132,219.95	\$	4,857.54	\$	1,137,077.49
C. E	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts	7630-7699	\$ \$	1,132,219.95	\$ \$	4,857.54	\$ \$	1,137,077.49
C. E	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	7630-7699	\$ \$	1,132,219.95	\$ \$ \$	4,857.54	\$ \$ \$	1,137,077.49
C. E. I	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4)	7630-7699	\$ \$ \$	1,132,219.95	\$ \$ \$	4,857.54	\$ \$ \$	1,137,077.49 - - -
C. II ID. (1) 12 22 E. I	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION	7630-7699	\$ \$ \$	1,132,219.95	\$ \$ \$	4,857.54	\$ \$ \$	1,137,077.49 - - -
C. II. II. II. II. II. II. II. II. II. I	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4)	7630-7699	\$ \$ \$	1,132,219.95	\$ \$ \$	4,857.54	\$ \$ \$	1,137,077.49 - - -
C. II. II. II. II. II. II. II. II. II. I	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance 2. As of July 1 3. Adjustments to Beginning Balance	7630-7699 8980-8999	\$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29)	\$ \$ \$	4,857.54 4,857.54 4,857.54	\$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29)
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS-B8) DITHER FINANCING SOURCES / USES L. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION L. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position	7630-7699 8980-8999 9791	\$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80	\$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) DTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance 2. Adjustments to Beginning Balance 3. Adjustments to Beginning Balance 4. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.)	7630-7699 8980-8999 9791	\$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29)	\$ \$ \$	4,857.54 4,857.54 4,857.54	\$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29)
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS-B8) DITHER FINANCING SOURCES / USES L. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION L. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position	7630-7699 8980-8999 9791	\$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80	\$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) DITHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 3. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance 2. As of July 1 3. Adjustments to Beginning Balance 3. Continued Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): 3. Nonspendable Revolving Cash (equals object 9130)	7630-7699 8980-8999 9791 9793, 9795	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS-B8) DITHER FINANCING SOURCES / USES L. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION L. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9130)	9791 9793, 9795 9711 9712	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54 4,857.54 68,442.27 - 68,442.27 73,299.81	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07 2,519,189.56
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) DITHER FINANCING SOURCES / USES L. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION L. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9320) Prepaid Expenditures (equals object 9330)	9791 9793, 9795 9711 9712 9713	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54 4,857.54 4,857.54 68,442.27 - 68,442.27 73,299.81	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07 2,519,189.56
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS-B8) DITHER FINANCING SOURCES / USES L. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION L. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9130)	9791 9793, 9795 9711 9712	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54 4,857.54 68,442.27 - 68,442.27 73,299.81	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07 2,519,189.56
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) DITHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance 2. As of July 1 3. Adjustments to Beginning Balance 3. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): 3. Nonspendable 3. Revolving Cash (equals object 9130) 5. Stores (equals object 9320) Prepaid Expenditures (equals object 9330) All Others 5. Restricted 6. Committed	9791 9793, 9795 9711 9712 9713 9719 9740	\$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) DITHER FINANCING SOURCES / USES L. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION L. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9320) Prepaid Expenditures (equals object 9330) All Others b Restricted c. Committed Stabilization Arrangements	9791 9791 9793, 9795 9711 9712 9713 9719 9740	\$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07 2,519,189.56
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS-B8) DITHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 3. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance 2. As of July 1 3. Adjustments to Beginning Balance 3. As of July 1 4. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): 3. Nonspendable 4. Revolving Cash (equals object 9130) 5. Stores (equals object 9320) 7. Prepaid Expenditures (equals object 9330) All Others 5. Restricted 6. Committed 5. Stabilization Arrangements Other Commitments	9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES / USES L. Other Sources L. Other Sources L. Less: Other Uses C. Contributions Between Unrestricted and Restricted Accounts (must net to zero) TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION L. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9320) Prepaid Expenditures (equals object 9330) All Others b Restricted c. Committed Stabilization Arrangements Other Commitments d. Assigned	9791 9791 9793, 9795 9711 9712 9713 9719 9740	\$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07 2,519,189.56
C. E. E. D. (2)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (AS-B8) DITHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 3. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance 2. As of July 1 3. Adjustments to Beginning Balance 3. As of July 1 4. Adjusted Beginning Balance / Net Position 2. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): 3. Nonspendable 4. Revolving Cash (equals object 9130) 5. Stores (equals object 9320) 7. Prepaid Expenditures (equals object 9330) All Others 5. Restricted 6. Committed 5. Stabilization Arrangements Other Commitments	9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07 2,519,189.56
C. E E D. (122 S S S S S S S S S S S S S S S S S S	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance 2. As of July 1 3. Adjustments to Beginning Balance 3. As of July 1 4. Adjustments to Beginning Balance 4. Cadjusted Beginning Balance / Net Position 5. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable 8. Revolving Cash (equals object 9130) Stores (equals object 9320) 9. Prepaid Expenditures (equals object 9330) All Others 4. Restricted 5. Committed 5. Stabilization Arrangements Other Commitments 4. Assigned 6. Unassigned/Unappropriated 8. Reserve for Economic Uncertainities Unassigned/Unappropriated Amount	9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07 2,519,189.56
C. E E D. (122 S S S S S S S S S S S S S S S S S S	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES / USES L. Other Sources L. Other Sources L. Less: Other Uses Contributions Between Unrestricted and Restricted Accounts (must net to zero) TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION L. Beginning Fund Balance a. As of July 1 b. Adjustments to Beginning Balance c. Adjusted Beginning Balance / Net Position C. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9320) Prepaid Expenditures (equals object 9330) All Others b Restricted c. Committed Stabilization Arrangements Other Commitments d. Assigned e Unassigned/Unappropriated Reserve for Economic Uncertainities Unassigned/Unappropriated Amount B. Components of Ending Net Position (Accrual Basis only)	9791 9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780 9789	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07 2,519,189.56
C. E E D. (122 S S S S S S S S S S S S S S S S S S	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES / USES 1. Other Sources 2. Less: Other Uses 3. Contributions Between Unrestricted and Restricted Accounts (must net to zero) 4. TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION 1. Beginning Fund Balance 2. As of July 1 3. Adjustments to Beginning Balance 3. As of July 1 4. Adjustments to Beginning Balance 4. Cadjusted Beginning Balance / Net Position 5. Ending Fund Balance / Net Position, June 30 (E + F.1.c.) Components of Ending Fund Balance (Modified Accrual Basis only): a. Nonspendable 8. Revolving Cash (equals object 9130) Stores (equals object 9320) 9. Prepaid Expenditures (equals object 9330) All Others 4. Restricted 5. Committed 5. Stabilization Arrangements Other Commitments 4. Assigned 6. Unassigned/Unappropriated 8. Reserve for Economic Uncertainities Unassigned/Unappropriated Amount	9791 9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95 1,132,219.95 1,313,670.09 (0.29) 1,313,669.80 2,445,889.75	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36
C. E E D. (122 S S S S S S S S S S S S S S S S S S	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5-B8) DTHER FINANCING SOURCES / USES L. Other Sources Less: Other Uses Contributions Between Unrestricted and Restricted Accounts (must net to zero) TOTAL OTHER FINANCING SOURCES / USES NET INCREASE (DECREASE) IN FUND BALANCE / NET POSITION (C + D4) FUND BALANCE, NET POSITION Beginning Fund Balance As of July 1 Adjustments to Beginning Balance As of July 1 Adjusted Beginning Balance / Net Position Components of Ending Fund Balance (Modified Accrual Basis only): Nonspendable Revolving Cash (equals object 9130) Stores (equals object 9320) Prepaid Expenditures (equals object 9330) All Others Restricted C. Committed Stabilization Arrangements Other Commitments d. Assigned e Unassigned/Unappropriated Reserve for Economic Uncertainities Unassigned/Unappropriated Amount Components of Ending Net Position (Accrual Basis only) a. Net Investment in Capital Assets	9791 9791 9793, 9795 9711 9712 9713 9719 9740 9750 9760 9780 9780	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,132,219.95	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	4,857.54	\$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$ \$	1,137,077.49 1,137,077.49 1,382,112.36 (0.29) 1,382,112.07 2,519,189.56

G. ASSETS					
1. Cash					
In County Treasury	9110	\$ 2,997,049.36	\$	-	\$ 2,997,049.36
Fair Value Adjustment to Cash in County Treeasury	9111	\$ -	\$	-	\$ -
In Banks	9120	\$ (798,902.64)	\$	(863,866.70)	\$ (1,662,769.34)
In Revolving Fund	9130	\$ -	\$	-	\$ -
With Fiscal Agent / Trustee	9135	\$ -	\$	-	\$ -
Collections Awaiting Deposit	9140	\$ -	\$	-	\$ -
2 Investments	9150	\$ -	\$	-	\$ -
3 Accounts Receivable	9200	\$ -	\$	-	\$ -
4 Due from Grantor Governments	9290	\$ 2,613,536.69	\$	883,490.10	\$ 3,497,026.79
5 Stores	9320	\$ -	\$	-	\$ -
6 Prepaid Expenditures (Expenses)	9330	\$ 117,561.03	\$	-	\$ 117,561.03
7 Other Current Assets	9340	\$ (1,189.90)	\$	-	\$ (1,189.90)
8 Capital Assets (accrual basis only)	9400-9489	\$ 21,359,166.03	\$	53,676.41	\$ 21,412,842.44
9 TOTAL ASSETS		\$ 26,287,220.57	\$	73,299.81	\$ 26,360,520.38
H. DEFERRED OUTFLOWS OF RESOURCES					
1 Deferred Outflows of Resources	9490	\$ -	\$		\$ -
2 TOTAL DEFERRED OUTFLOWS		\$ -	\$	-	\$ -
I. LIABILITIES					
1. Accounts Payable	9500	\$ 1,429,759.22	\$		\$ 1,429,759.22
2 Due to Grantor Governments	9590	\$ -	\$		\$ -
3 Current Loans	9640	\$ -	\$		\$ -
4 Unearned Revenue	9650	\$ -	\$		\$ -
5 Long-Term Liabilities (accrual basis only)	9660-9669	\$ 22,411,571.60	\$		\$ 22,411,571.60
6 TOTAL LIABILITIES		\$ 23,841,330.82	\$	-	\$ 23,841,330.82
J. DEFERRED INFLOWS OF RESOURCES					
J. DEFERRED INFLOWS OF RESOURCES 1 Deferred Inflows of Resources	9690	<u> </u>	<u> </u>		A
2 TOTAL DEFERRED INFLOWS	9690	\$ -	\$		\$ - \$ -
2 TOTAL DEFERRED INFLOWS		\$ -	\$	-	-
K. FUND BALANCE / NET POSITION					
Ending Fund Balance / Net Position, June 30 (G9 + H2) - (I6 + J2)					
(must agree with Line F2)		\$ 2,445,889.75	\$	73,299.81	\$ 2,519,189.56
(mast ablee with time (2)		<i>ϕ</i> 2,-43,003.73	Ψ	73,233.01	2,313,103.30

L. FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENANCE OF EFFORT REQUIREMENT

NOTE: IF YOUR CHARTER SCHOOL RECEIVED FEDERAL FUNDING, AS REPORTED IN SECTION A2, THE FOLLOWING
ADDITIONAL INFORMATION MUST BE PROVIDED IN ORDER FOR THE CDE TO CALCULATE COMPLIANCE WITH
THE FEDERAL EVERY STUDENT SUCCEEDS ACT (ESSA) MAINTENCE OF EFFORT REQUIREMENT:

1 Federal Revenue Used for Capital Outlay and Debt Service

Included in the Capital Outlay and Debt Service expenditures reported in sections B6 and B7 are the following amounts paid out of federal funds:

	Federal Program Name (if no amounts, indicate "NONE")	
a.	NONE	
b.		
c.		
d		
e.		
f.		
g.		
h.		
i.		
j.		

TOTAL FEDERAL REVENUES	USED FOR	R CAPITAL OUTLAY AND DEBT SERVIO	Œ

Capita	l Outlay	Debt Se	vice		Total	
\$				\$		-
				\$		-
				\$		-
				\$		-
				\$		-
				\$		-
				\$		-
				\$		-
				\$		-
				\$		-
				•	,	
\$	-	\$	-	\$		-

2 Community Services Expenditures

Provide the amount of State and Local funds reported in Section B that were expended for Community Services Activities:

			Amo	unt
	Objects of Expenditures		(Enter "0.0	O" if none)
a.	Certificated Salaries	1000-1999	\$	-
b.	Noncertificated Salaries	2000-2999	\$	-
c.	Employee Benefits	3000-3999	\$	-
d	Books and Supplies	4000-4999	\$	-
e.	Services and Other Operating Expenditures	5000-5999	\$	-
	TOTAL COMMUNITY SERVICES EXPENDITURES		\$	-

3 State and Local Expenditures to be Used for ESSA Annual Maintence of Effort Calculation:

Results of this calculation will be used for comparison with 2018-19 expenditures. Failure to maintain the required 90 percent expenditure level on either an aggregate or per capita expenditure basis will result in reduction to allocations for covered programs in 2021-22.

a.	Total Expenditures (B8)	\$ 9,497,741.33
b.	Less Federal Expenditures (Total A2) [Revenues are used as proxy for expenditures because most federal revenues are normally recognized in the period that qualifying expenditures are incurred]	\$ 1,193,456.88
C.	Subtotal of State & Local Expenditures [a minus b]	\$ 8,304,284.45
d.	Less Community Services [L2 Total]	\$ -
e.	Less Capital Outlay & Debt Service [Total B6 plus objects 7438 and 7439, less L1 Total]	\$ 9,859.70
	TOTAL STATE & LOCAL EXPENDITURES SUBJECT TO MOE [c minus d minus e]	\$ \$ 8,294,424.75



SECTION 2 : ADVANCE DISCUSSION MATERIALS

B3.1 - Brown Act Training



YOUNG, MINNEY & CORR, LLP









CALIBER PUBLIC SCHOOLS EXCELLENCE IN GOVERNING

Presented by: Jerry W. Simmons, Esq. (<u>isimmons@mycharterlaw.com</u>) (916) 646-1400

Understanding the Brown Act



Education Code 47604.1



Charter School Transparency Law Effective January 1, 2020

Makes express law that charter schools must comply with Public Records Act, Brown Act, Political Reform Act, and Government Code 1090 being applicable to charter schools and entities managing/operating charter schools.



Education Code 47604.1



- Caliber Public Schools Board must meet within the boundaries of the county in which a majority of students reside.
- A two-way teleconference location shall be established at each school site.
- The Board shall audio and/or video record all Board meetings and post the recordings on each Charter School's website.

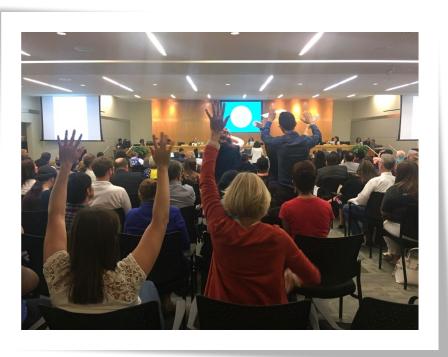


Purpose of The Brown Act



What Is the Purpose of the Brown Act?

To Foster Broad Public Access



"... The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created."





Brown Act Applies to Meetings of the Board

Basic Definition



When any congregation of a majority of the members of the body meet to hear, discuss, deliberate, or take action on any item of Charter School business





Board Committees - Nearly all Committees Must Comply with the Brown Act

Exception

A Committee that is:

- Advisory (not decision making)
- Composed of only Board members
- Less than a quorum of the Board
- Must not be a standing committee

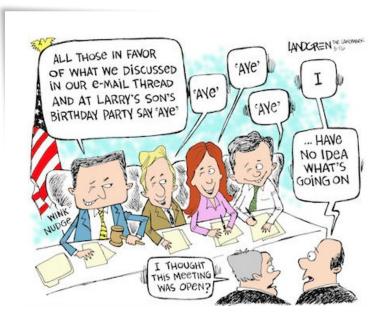




Serial Meetings

Serial Meetings Are Prohibited

- Majority of Board members
- Engaging in a series of communications
- Outside Board meeting
- Through direct communications or intermediaries or technology
- To <u>discuss</u>, <u>deliberate</u>, <u>or take action</u> on any item of business (including relaying comments or position of





Serial Meetings

Hub or Chain

Technology may result in meetings at times you might

not expect

Text messages

Social media

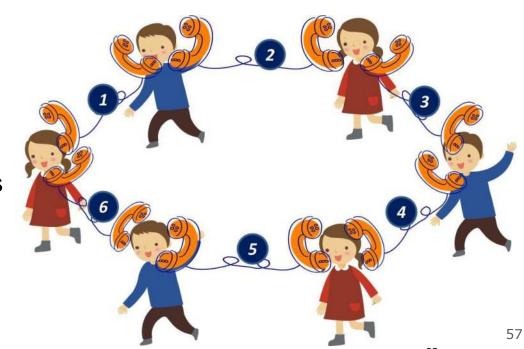
Website postings

Online forums

Telephone calls

Faxes







Serial MeetingsLimit on One-Way Communications

While an employee or official may engage in separate conversations or communications with other members of the Board in order to answer questions or provide information regarding a matter of Charter School business, that person may not communicate to members of the Board the comments or position of any other member or members of the Board.





Teleconference Meetings

Six Additional Requirements:

- Agenda must be posted at all teleconference locations.
 - Each teleconference location must be identified in the notice and agenda of the meeting.







Teleconference Meetings (cont'd)

- 3. All votes taken must be by roll call.
- 4. Each teleconference location must be accessible to the public. (ADA-compliance required.)
- 5. Members of the public must be able to hear and must have the right to address the Board directly from each teleconference location.
- 6. A quorum of the Board must participate from within the Charter School's "jurisdiction." For Caliber Public Schools, this will be the county where a majority of students reside.



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Governor's Executive Order



A charter school board may hold teleconference meetings without adhering to all the requirements of the Brown Act. Executive Order N-29-20 allows the following flexibility in teleconference meetings:

- The agenda does not need to provide notice of each teleconference location nor do agendas need to be posted at each location;
- A quorum of board members need not be located in the Charter School jurisdiction; and
- Governing board members may participate in a teleconference meeting from places that are not

blicly accessible.

Governor's Executive Order



The charter school board may take advantage of this additional flexibility in teleconference meetings so long as the school complies with the following:

- The public has access via internet and/or telephone to the Board meeting and can provide public comment in some electronic form.
- The charter school uses it sound discretion and makes reasonable efforts to adhere, as closely as possible, to the other provisions of the Brown Act in order to maximize transparency and provide public access.



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Notice Requirements



Notice and Agendas

General Rule: The agenda shall be <u>posted properly in</u> <u>advance</u> of a meeting and must include a <u>brief description</u> of items to be transacted or discussed.

With a few exceptions, if an item is not on the agenda, the Board cannot discuss it.





Notice Requirements





Contents

- Brief description = usually not more than 20 words
- How to request disability-related accommodation
- Location for inspection of docs distributed to Board



Notice Requirements



When?

- Regular meetings 72 hours notice
- Special meetings 24 hours notice
- Emergency meetings 1 hour notice (rare)

Where to Post?

- Physically at a publicly accessible location within the jurisdiction during the entire posting period
- On the website homepage with a prominent, direct link



Rights of the Public



Rights to Enable Access and Participation

Give oral testimony at meeting

- Time limits
- Addressing disruptive speakers
- Virtual meetings and best practices (stay in control of your meeting!)
- Audio record and broadcas^a





Rights of the Public



Rights to Enable Access and Participation (cont.)

- Limitations on conditions of public attendance
- Non-discriminatory facilities (reasonable accommodations under ADA)
- Copies of agendas and other public writings



Closed Sessions



What Are the Permissible Closed Sessions?

 Pending/Anticipated Litigation (conference with legal counsel)



Personnel (appointment, employment, evaluation, discipline, dismissal)

Caveat: 24-hour written notice to employee is required if Board will hear complaints and/or charges



Closed Sessions



What Are the Permissible Closed Sessions?

(cont.)

- Conference with Real Estate Negotiator
- Conference with Labor Negotiator
- Public Security
- Pupil Discipline (Education Code)



Closed Session



Requirements

- Use "Safe Harbor" agenda language (GC 54954.5)
- Prior to Closed Session:
 - Board Must Make a Public Announcement of Reasons for Closed Session Prior to Closed Session
- Public Must Have an Opportunity to Comment
- After Closed Session:
 - Board Must Make a Public Report of Action Taken in Closed Session and Vote or Abstention of Every Board Member
- Attendance only for necessary personnel
- Confidentiality is required



Executive Compensation



Executive Compensation

 Approval of CEO/Executive Director's compensation must occur at a <u>regular</u> (not special) meeting



Govt. Code 54953: Prior to final action, Board must orally report a summary of the recommendation for final action, including the salary, salary schedule, and fringe benefits, during the open meeting where final action will be taken



Enforcement



Complaints and Challenges

Notice of Concern

- Often brought by Charter Authorizer
- Short turnaround to respond
- Seek advice from legal counsel on response

Notice and Demand for Cure or Cease and Desist

- Can be brought by DA or member of the public
- Board must cure/respond within 30 days
- Seek advice from legal counsel on response



Understanding Conflict of Interest Laws



Conflicts of Interest



Broad Definition

- A conflict of interest arises when an individual who has a private financial interest in the outcome of a corporate contract or a public decision, participates in the decision-making process or influences or attempts to influence others making the contract or decision.
- In short, a conflict of interest is a clash between an individual's duty to his or her office and his or her personal interests.



Financial Interests



Common Types of Financial Interests Regulated by Conflict Laws

- Ownership or investment in business entity
- Investment in real property
- Source of income
- Source of gifts
- Effect on personal finances



Financial interests of immediate family members of Board Members and employees typically <u>are</u> covered.



Government Code Section 1090



Elements

- 1. Public official (officer, board member, or employee)
- 2. Making a public contract (for sale or purchase)
- 3. Public official has a financial interest in the contract



Government Code Section 1090



What you need to know about Section 1090

- If board member has financial interest, the entire board is prohibited from entering into the contract; even if it is with the <u>best vendor</u> at the <u>best price</u> and the interested board member abstains. (Unless an exception applies.)
- Making a public contract is defined very broadly!
 Applies to earliest discussions, planning, solicitation for bids, etc., not just vote.
- Thus, this statute is, in most respects, the toughest standard to meet.

Political Reform Act

integrity
noun 1. adheren
principles; sour

DECISIONS





Political Reform Act



Big Picture

- 1. Public official
- 2. Participating in or attempting to influence a governmental decision
- 3. Public official has qualifying financial interest (*Includes spouse and children*)
- Financial interest is material

The Official Must Recuse Him or Herself from All Parts of the Decision-Making Process



COI Code



Conflict of Interest Code

- States who must file the Form 700
- Assigns disclosure categories





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Form 700

- Statement of Economic Interests
- When it must be filed:
- Assuming or reappointment to office or position (within 30 days)
- Once annually (by April 1st)
- Leaving office or position (within 30 days)
- Penalties for failure to file:
- Criminal charges by Atty General or District Atty for deliberate failure to file
- Civil or administrative action by FPPC or private citizen



Political Reform Act



"Financial Interest" for Form 700

- Investment in business entity of \$2,000 or more
- Real property investment of \$2,000 or more
- Income of \$500 or more
- Business position in entity
- Gift of \$50 or more







Check the Conflict-of-Interest Code to Determine What You Must Report (Board members: broad disclosure).



- Typically, All Financial Interests
 - Not Your Residence
 - Not Income from a Public Agency
 - Half of Your Spouse's Income
 - Financial Interest within Your Jurisdiction
 - ▲ Property within 2 miles of jurisdiction
 - ▲ Investments/Business in jurisdiction
 - ▲ Gifts all gifts inside or outside of



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Gifts

- General rule is that you cannot accept more than \$500 from one source in a calendar year.
- General rule is that gifts worth more than \$50 must be reported (one gift or aggregate gifts from same source in a calendar year).
- Many exceptions to <u>both</u> general rules, the most common being:
 - Special Occasions Birthdays, Holidays:
 - Can be gifts from anyone (other than lobbyists) if the gift giving and taking is proportional.
- Inheritance





Gift (cont.)

- 3. Family Members:
 - Spouse (or former spouse), child, parent, grandparent, great grandparent, grandchild, brother, sister, current or former parent-in-law, brother-in-law, sister-in-law, aunt, great aunt, uncle, great uncle, niece, great niece, nephew, great nephew, first cousin, or first cousin once removed, or the spouse of any such person. (other than a lobbyist)
- 4. "BFF's"- Long-term friendships:
 - Friends for a "period of time" and gift giving and taking must be proportional. (other than a lobbyist)
- 5. Dating "bona fide" relationship (other than a lobbyist)



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Common Law on Conflicts-of-Interest



Prohibition Against Conflicts of Interest

- Public official engaging in transaction or influencing decision.
- Creating an appearance of impropriety (financial interest not necessarily required)

Doctrine of Incompatible Offices

- Public official holding two public offices simultaneously
- Offices are incompatible with each other (creating divided loyalties); overlapping jurisdictions





YOUNG, MINNEY & CORR, LLP

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QUESTIONS AND RESPONSES

THANKS FOR ATTENDING TODAY!

SACRAMENTO OFFICE:

655 UNIVERSITY AVENUE SUITE 150 SACRAMENTO, CA 95825

LOS ANGELES OFFICE:

5200 LANKERSHIM BLVD. SUITE 370 NORTH HOLLYWOOD, CA 91601

SAN DIEGO OFFICE:

591 CAMINO DE LA REINA SUITE 910 SAN DIEGO, CA 92108

WALNUT CREEK OFFICE:

500 YGNACIO VALLEY ROAD SUITE 190 WALNUT CREEK, CA 94596



SECTION 3: CONSENT CALENDAR ITEMS

C1 – Beta Academy EPA Spending Plan

Caliber: Beta Academy Education Protection Account (EPA) Spending Plan

Proposition 30, "The Schools and Local Public Safety Protection Act of 2012," temporarily increased the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. The new revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). Charter schools such as Caliber: Beta Academy receive funds from the EPA based on their proportionate share of the statewide revenue limit amount.

Proposition 30 provides that governing boards of local agencies such as Caliber: Beta Academy have the sole authority to determine how they spend EPA funds, provided that the spending plan must be approved during a public meeting of the governing board. EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.

Each year, the local agency must publish on its Website an accounting of how much money was received from the EPA and how the funds were expended. The estimated EPA entitlement for Caliber: Beta Academy is as follows:

2014-15 School Year (actual)	\$ 55,814
2015-16 School Year (actual)	\$ 113,840
2016-17 School Year (actual)	\$ 143,368
2017-18 School Year (actual)	\$ 149,690
2018-19 School Year (actual)	\$ 154,606
2019-20 School Year (actual)	\$ 166,958
2020-21 School Year (unaudited)	\$ 172,880
2021-22 School Year (projected)	\$ 170,190

EPA funds have been and will be used to cover salaries of certain non-administrative certificated classroom teachers.

This plan will be updated to reflect the actual amount of EPA funds received each year.

Additional information will also be available in Caliber Public Schools' annual financial report.



SECTION 3: CONSENT CALENDAR ITEMS

C2 – ChangeMakers EPA Spending Plan

Caliber: ChangeMakers Academy Education Protection Account (EPA) Spending Plan

Proposition 30, "The Schools and Local Public Safety Protection Act of 2012," temporarily increased the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. The new revenues generated from Proposition 30 are deposited into an account called the Education Protection Account (EPA). Charter schools such as Caliber: ChangeMakers Academy receives funds from the EPA based on their proportionate share of the statewide revenue limit amount.

Proposition 30 provides that governing boards of local agencies such as Caliber: ChangeMakers Academy have the sole authority to determine how they spend EPA funds, provided that the spending plan must be approved during a public meeting of the governing board. EPA funds cannot be used for the salaries or benefits of administrators or any other administrative costs.

Each year, the local agency must publish on its Website an accounting of how much money was received from the EPA and how the funds were expended. The estimated EPA entitlement for Caliber: ChangeMakers Academy is as follows:

2016-17 School Year (actual)	\$ 55,754
2017-18 School Year (actual)	\$ 92,250
2018-19 School Year (actual)	\$ 132,408
2019-20 School Year (actual)	\$ 143,074
2020-21 School Year (unaudited)	\$ 155,480
2021-22 School Year (budgeted)	\$ 161,820

EPA funds will be used to cover salaries of certain non-administrative certificated classroom teachers.

This plan will be updated to reflect the actual amount of EPA funds received each year. Additional information will also be available in Caliber Public Schools' annual financial report.



SECTION 3: CONSENT CALENDAR ITEMS

C3 – Beta Academy ESSER III Expenditure Plan



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.

ESSER III Expenditure Plan for Caliber: Beta Academy

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

\$2,089,623

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	\$1,483,623

Total ESSER III funds included in this plan

\$2,089,623

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. 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.

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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

\$1,483,623

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	\$87,623

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
Internal Monitoring	School Leaders and Caliber School Support Organization (SSO) staff meet regularly to progress monitor the school's goals, actions, and budgets, including major restricted funding sources such as ESSER III.	Monthly throughout the school year
LCAP Annual Update	Caliber will include ESSER III goals, actions, and budgets in the school's LCAP, which will be actively monitored throughout the school year. A formal annual update will be completed with the LCAP each spring.	Annual
Board Updates	Caliber updates its Board and stakeholders on progress towards its goals, actions, and expenditure plans at each meeting of the school's governing Board. These updates will include the actions and expenditures outlined in this plan.	5 times per year
SSC Meetings	Caliber updates its stakeholders on progress towards its goals, actions, and expenditure plans (including Federal funding sources) at each meeting of the school's School Site Council (SSC). These updates will include the actions and expenditures outlined in this plan.	Roughly monthly throughout the school year

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.
 - o 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;
 - o Any activity authorized by the Individuals with Disabilities Education Act (IDEA);
 - Any activity authorized by the Adult Education and Family Literacy Act;
 - o 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;
 - o 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;

- o 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;
- o 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.
 - o 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

C4 – ChangeMakers ESSER III Expenditure Plan



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.

ESSER III Expenditure Plan for Caliber: ChangeMakers Academy

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

\$1,264,607

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	\$859,607

Total ESSER III funds included in this plan

\$1,264,607

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. 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

\$859,607

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	\$49,607

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
Internal Monitoring	School Leaders and Caliber School Support Organization (SSO) staff meet regularly to progress monitor the school's goals, actions,	Monthly throughout the school year

Action Title(s)	How Progress will be Monitored	Frequency of Progress Monitoring
	and budgets, including major restricted funding sources such as ESSER III.	
LCAP Annual Update	Caliber will include ESSER III goals, actions, and budgets in the school's LCAP, which will be actively monitored throughout the school year. A formal annual update will be completed with the LCAP each spring.	Annual
Board Updates	Caliber updates its Board and stakeholders on progress towards its goals, actions, and expenditure plans at each meeting of the school's governing Board. These updates will include the actions and expenditures outlined in this plan.	5 times per year
SSC Meetings	Caliber updates its stakeholders on progress towards its goals, actions, and expenditure plans (including Federal funding sources) at each meeting of the school's School Site Council (SSC). These updates will include the actions and expenditures outlined in this plan.	Roughly monthly throughout the school year

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.
 - o 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);
 - o 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;
 - o 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;

- o 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;
- o 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.
 - o 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

C5 – Bay Area Building Improvements custodial contract (Beta Academy)

INDEPENDENT CONTRACTOR AGREEMENT Between Caliber Public Schools & Bay Area Building Improvements

This Independent Contractor Agreement ("Agreement") is made between Caliber Public Schools, a 501(c)(3) non-profit charter management organization whose address is 3260 Blume Drive #120, Richmond, CA 94806 ("Caliber") and Bay Area Building Improvements, whose address is P.O. Box 320708, San Francisco, CA 94132, ("Independent Contractor"). Caliber and Independent Contractor shall collectively be referred to as the "Parties" or singularly as a "Party."

It is the desire of Caliber to engage the services of Independent Contractor, with such services and the relationship between Caliber and Independent Contractor being governed according to the following terms and conditions:

A. SERVICES

- 1. <u>Statements of Work.</u> From time to time, Caliber and Contractor may execute one or more statements of work, substantially in the form attached hereto as **Appendix A**, that describe the specific services to be performed by Contractor (each, as executed by the Parties, a "*Statement of Work*"). Each Statement of Work will expressly refer to this Agreement, will form a part of this Agreement, and will be subject to the terms and conditions contained herein. A Statement of Work may be amended only by written agreement of the parties.
- 2. <u>Performance of Services</u>. Contractor will perform the services described in each Statement of Work (the "*Services*") in accordance with the terms and conditions set forth in each such Statement of Work and this Agreement.
- 3. <u>Delivery</u>. Contractor will deliver to Caliber the deliverables, designs, modules, software, products, documentation and other materials specified in each Statement of Work (individually or collectively, "*Deliverables*") in accordance with the delivery schedule and other terms and conditions set forth in such Statement of Work.

B. Compensation

1. Payment. In consideration for the Services to be performed by Independent Contractor under any Statement of Work, Caliber agrees to pay Independent Contractor the compensation outlined in such Statement of Work. Independent Contractor will submit to Caliber an invoice for Services rendered under each Statement(s) of Work on a calendar monthly basis during the Term. Independent Contractor shall send such invoices to the P.O. Box address identified below (attention: Accounting) or to the following email account: accounting@caliberschools.org. Prior to beginning work on the Services, Independent Contractor will provide Caliber with a completed IRS W-9 form and Caliber shall not be obligated to make any payments hereunder until such form is

received. Unless otherwise agreed to in writing in any Statement of Work, Caliber shall pay all invoices within thirty (30) days of receipt. Notwithstanding the foregoing, if any invoice is subject to a good faith dispute, Caliber shall be permitted to delay payment of the disputed portion of such invoice while the parties work together expeditiously to resolve the dispute. In such an event, Caliber shall pay the undisputed amount of the invoice when due and shall promptly pay the remainder of the invoice promptly upon the resolution of the dispute.

- **2. Expenses.** Unless otherwise approved by Caliber in advance on a case-by-case basis, Caliber will not reimburse Contractor for any expenses incurred by Contractor in connection with performing Services. In the event that Caliber approves expenses for reimbursement, Contractor will furnish Caliber with copies of receipts and other customary documentation for such expenses for which Contractor requests reimbursement hereunder.
- **3. Materials.** Independent Contractor will furnish all materials, equipment and supplies used to provide the Services required by this Agreement.
- **4.Contractor Employees/Subcontractors.** Independent Contractor shall be permitted, with Caliber's prior approval in the case of each Statement of Work, to delegate work to its own employees and to subcontract with third parties to perform the Services, provided, however, that all of the following shall apply to such employees or subcontractors of Independent Contractor to which any work is delegated:
 - a. Independent Contractor shall remain fully responsible for the timely and workmanlike completion of all Services in any Statement of Work;
 - b. All terms and conditions of the Agreement and any Statement of Work shall apply jointly and severally to Independent Contractor and any employees, agents, partners, subcontractors, and/or volunteers (the "Contractor Staff") to which it delegates work. All requirements that apply to Independent Contractor hereunder, including, without limitation, those included in Section D.2. shall also apply to the Contractor Staff, and Independent Contractor shall be responsible for furnishing evidence of compliance with such requirements upon request by Caliber.
 - c. Independent Contractor shall be solely responsible for compensating the Contractor Staff and ensuring that all required FICA, unemployment, workers compensation, and other payments associated with such Contractor Staff are made in the manner prescribed by law. Caliber will not be responsible for any such payments associated with any Contractor Staff; and
 - d. In the event that Caliber desires, for any reason in Caliber's sole discretion, the removal from Caliber's premises of Independent Contractor or any Contractor Staff, Independent Contractor will immediately upon receiving notice from Caliber of such desire, cause the removal of such person or persons.

5.Local, State and Federal Taxes. Independent Contractor shall pay all income and FICA (Social Security and Medicare) taxes incurred while performing Services under this Agreement. Caliber will not:

- a. Withhold FICA from Independent Contractor's payments or make FICA payments on Independent Contractor's behalf or on behalf of any Contractor Staff;
- b. Make state or federal unemployment compensation contributions on Independent Contractor's behalf or on behalf of any Contractor Staff; or
- c. Withhold state or federal income tax from Independent Contractor's payments.

C. Duration

- 1. Term of the Agreement. This agreement will become effective on the latter of the two signature dates below and will terminate the date either Party terminates the Agreement as provided below.
- **2. Terminating the Agreement.** Unless otherwise agreed to in writing in any Statement of Work, during the term of this Agreement, either Party may terminate the Agreement without cause by providing written notice to the other Party thirty (30) days' advance notice.
- **3. Automatic Termination.** This Agreement terminates automatically on the occurrence of any of the following events:
 - a. The bankruptcy or insolvency of either Party;
 - b. The sale of business of either Party;
 - c. The death or permanent disability of either Party;
 - d. The material breach of any term or condition of this Agreement that remains uncured thirty (30) days following written notice thereof from the non-breaching party; or
 - e. Revocation or nonrenewal of the Caliber charter.
- **4. Effect of Termination.** Upon the expiration or termination of this Agreement for any reason: (i) Contractor will promptly deliver to Caliber all Contractor Work Product, including all work in progress on any Contractor Work Product not previously delivered to Caliber, if any; (ii) Contractor will promptly deliver to Caliber all Confidential Information in Contractor's possession or control; and (iii) Caliber will pay Contractor any accrued but unpaid fees due and payable to Contractor pursuant to Section B.

D. CONDITIONS OF INDEPENDENT CONTRACTOR SERVICE

- 1. Qualifications. Independent Contractor shall provide Caliber with copies of qualifications, including resume, credential, license(s), or certification for Independent Contractor as they relate to the Services provided under any Statement of Work.
- 2. Working with Students. Should Independent Contractor or any Contractor Staff provide Services that result in any such personnel interacting with Caliber students, Independent Contractor shall abide by all Caliber policies regarding staff behavior and that ensure that any Contractor Staff are aware of and agree to abide by them at all times while on Caliber premises. These policies include, without limitation the following:
 - a. Independent Contractor and Contractor Staff that interact with students shall complete and return a "Criminal Background Check and Tuberculosis Clearance Certification" (attached hereto as **Appendix B**) prior to interacting with any Caliber students.
 - b. Independent Contractor and Contractor Staff that interact with students will comply with the Child Abuse and Neglect Reporting Act (CANRA) guidelines as mandated Reporters to report suspicions of possible child abuse to the appropriate reporting agency as stated in California Penal Code 11164-11174.
 - c. In addition to the general liability insurance required under Section D.3. below, Independent Contractor shall also carry student abuse and molestation insurance providing at least \$1,000,000 in coverage, and shall at all times name Caliber as a certificate holder under such policy or policies.
- **3. Insurance.** Independent Contractor shall at all times during the Term carry insurance that, at a minimum, shall consist of at least the following:
 - a. General Liability: Providing at least \$1,000,000 in coverage for negligence, errors and omissions, and employment practices liability of Independent Contractor, its governing board, officers, agents, and employees.
 - b. Automobile Insurance: To the extent necessary and in amounts appropriate for the type and use of any work that uses an automobile.

Upon request by Caliber, Independent Contractor shall provide Caliber with proof of such insurance.

4. Workers' Compensation. Caliber shall not obtain workers' compensation insurance on behalf of Independent Contractor or any Contractor Staff. If Independent Contractor hires employees to perform any work under this Agreement, Independent Contractor will obtain workers' compensation insurance for those employees to the extent required by law.

E. INDEPENDENT CONTRACTOR STATUS

Independent Contractor is an independent contractor, not an employee of Caliber. The Contractor Staff (if any) are not Caliber's employees. Independent Contractor and Caliber agree

to the following rights consistent with an independent contractor relationship:

- 1. Independent Contractor has the right to perform Services for others during the term of this Agreement.
- 2. Independent Contractor has the sole right to control and direct the means, manner and method by which the Services required by this Agreement will be performed to the extent the provision of Independent Contractor's Services are consistent with the responsibilities set forth herein in any Statement of Work as dictated by Caliber.
- 3. Independent Contractor shall not receive any training from Caliber in the skills necessary to perform the Services required by this Agreement.
- 4. Caliber shall not require Independent Contractor to devote full time to performing the Services required by this Agreement.
- 5. Neither Independent Contractor nor any Contractor Staff are eligible to participate in any employee pension, health, vacation pay, sick pay or other fringe benefit plan of Caliber.

F. INTELLECTUAL PROPERTY/TRADEMARK OWNERSHIP AND USE

- 1. Ownership of Intellectual Property. Independent Contractor acknowledges that any intellectual property created as part of the Deliverables is a "work made for hire" and further assigns to Caliber all patent, copyright and trade secret rights in anything created or developed by Independent Contractor for Caliber under this Agreement. This assignment is conditioned upon full payment of the compensation due Independent Contractor under this Agreement. Notwithstanding the foregoing, Caliber acknowledges that any intellectual property that was created independently of the Deliverables and owned by Independent Contractor (the "Contractor Intellectual Property") shall remain the intellectual property of Contractor. Independent Contractor hereby grants to Caliber a non-exclusive, royalty-free, irrevocable, perpetual, transferable, worldwide license to make, have made, use, copy, modify, create derivative works based upon, display, perform and transmit the Contractor Intellectual Property to the extent necessary to enable Caliber to use the Deliverables.
- 2. Registration of Intellectual Property. Independent Contractor shall help prepare any documents Caliber considers necessary to secure any copyright, patent, or other intellectual property rights to the Deliverables at no charge to Caliber. Independent Contractor agrees to honor the proprietary information of Caliber and shall not disclose or circumvent such proprietary information now or in the future.
- **3.** Use of Intellectual Property/Trademarks. Independent Contractor shall not use the name, insignia, or any facsimile of Caliber material for any purpose, without

Caliber's express prior authorization. Independent Contractor shall not use for any material purpose, including, but not limited to, advertising, client list, or references, any of Caliber's intellectual property, name, insignia, trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, or any facsimile of Caliber, and any common law rights pertaining thereto, without prior written consent from Caliber.

G. CONFIDENTIALITY

- 1. Proprietary Information. Independent Contractor acknowledges that, in connection with providing the Services under this Agreement, Independent Contractor may have access to and make use of Caliber's proprietary, confidential and trade secret information ("Proprietary Information"). Proprietary Information includes, but is not limited to: know-how, materials, processes and procedures relating to the medical scribes and medical scribe Services; know-how, materials, processes and procedures relating to the use of electronic medical records systems; lists of customers and of potential customers; marketing plans and strategies; pricing information; information concerning Caliber's employees, students, and independent contractors; and any other information reasonably understood to be confidential or proprietary to Caliber.
 - a. Proprietary Information, whether written, verbally presented, visually viewed, printed, graphic, or electronically recorded materials furnished by Caliber for use by Independent Contractor, are confidential to the extent allowable by law, constitute Caliber's proprietary and/or trade secret information, and remains the property of Caliber.
 - b. Independent Contractor will maintain in confidence and will not, directly or indirectly, disclose or use, either during or after the term of this Agreement, any Proprietary Information except to the extent necessary to perform the Services.
 - c. Upon termination of this Agreement, or at the request of Caliber before termination, Independent Contractor will deliver to Caliber all Proprietary Information that is in Independent Contractor's possession or under Independent Contractor's control. The obligations concerning Proprietary Information extend to information belonging to students and vendors of Caliber to which Independent Contractor may have gained possession as a result of performing the Services.
 - d. The confidentiality restrictions contained in this Section and its subsections will not apply to any information that is:
 - i. Generally known, or becomes generally known, to the public through no wrongful or negligent act of Independent Contractor;

- ii. In the possession of Independent Contractor prior to the Parties entering into this Agreement and the same can be demonstrated by the Independent Contractor's records;
- iii. Independently developed by Independent Contractor without use, directly or indirectly, of Caliber's Proprietary Information;
- Rightfully received by Independent Contractor from a third party without restriction and without breach of this Agreement or any other agreement;
- v. Approved for release by written authorization of Caliber; or
- vi. Required to be disclosed by operation of law; provided, however, that Independent Contractor will first give written notice of such required disclosure to Caliber, make a reasonable effort to obtain a protective order requiring that the Proprietary Information so disclosed be used only for the purposes for which disclosure is required, take reasonable steps to allow Caliber to seek to protect the confidentiality of the Proprietary Information required to be disclosed, and disclose only that part of the Proprietary Information which, in the opinion of Independent Contractor, is required to be disclosed.

2. Protected Information.

- a. <u>Health Information.</u> Contractor acknowledges that, from time to time during the term of this Agreement, Contractor may acquire or have access to Protected Health Information ("PHI") of Caliber's students, as defined in the Health Insurance Portability and Accountability Act of 1996, as amended, and rules promulgated thereunder (hereinafter the "HIPAA Rules"). Contractor will not use or disclose, and will cause its employees and/or subcontractors not to use or disclose, PHI, except as necessary to perform the Services or as required by law. At Caliber's request, Contractor will execute a "Business Associate Agreement" in order to comply with the HIPAA Rules.
- b. <u>Student Information.</u> Independent Contractor hereby acknowledges that all documents which include personally identifiable information contained in or derived from a student's education records are deemed confidential pursuant to the Family Educational Rights and Privacy Act (20 U.S.C. § 1231(g)) and the Individuals with Disabilities Education Act (20 U.S.C. § 1400, *et seq.*). Independent Contractor will not use or disclose, and will cause Independent Contractor's employees and/or subcontractors not to

- use or disclose such information, except as necessary to perform the Services or as required by law.
- c. <u>Private Information.</u> Independent Contractor acknowledges that, from time to time during the term of this Agreement, Independent Contractor may acquire or have access to private information protected from disclosure pursuant to Article I, Section 1 of the California Constitution. Independent Contractor will not use or disclose, and will cause Independent Contractor's employees and/or subcontractors not to use or disclose such information, except as necessary to perform the Services or as required by law.
- **3. Return of Proprietary/Protected Information.** Upon the conclusion of this Agreement, Independent Contractor shall return all records, files, contacts and other proprietary information of Caliber to Caliber.

H. Non-Discrimination

The Parties shall not discriminate against any pupil, employee, or applicant for employment on the basis of the person's race; color; gender (including gender identity and gender expression); sex (including pregnancy, childbirth, breastfeeding, and related medical conditions); religious creed (including religious dress and grooming practices); marital/registered domestic partner status; age (forty (40) and over); national origin or ancestry (including native language spoken); physical or mental disability (including HIV and AIDS); medical condition (including cancer and genetic characteristics); taking a leave of absence authorized by law; genetic information; sexual orientation; military and veteran status; or any other consideration made unlawful by federal, state, or local laws.

I. DISPUTE RESOLUTION

- 1. Mediation. If a dispute arises under this Agreement, the Parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Contra Costa County. Any costs and fees other than attorneys' fees associated with the mediation shall be shared equally by the Parties.
- **2. Arbitration.** If it proves impossible to arrive at a mutually satisfactory solution through mediation, the Parties agree to submit the dispute to a mutually agreed-upon arbitrator in Contra Costa County for binding arbitration. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorneys' fees, will be allocated by the arbitrator.
- **3. Attorneys' Fees.** Should any mediation, arbitration, and/or litigation commence between the Parties concerning this Agreement or the rights and duties of either Party hereto, whether it be an action for damages, equitable or declaratory relief, the prevailing party in such litigation shall be entitled to, as an element of its costs of suit in addition to

other relief as may be granted by the arbitrator or Court, reasonable sums as and for attorneys' fees, or such prevailing party may recover such attorneys' fees in a separate action brought for that purpose. The "prevailing party" shall be the party who is entitled to recover its costs of suit, whether or not the suit proceeds to final judgment. A Party not entitled to recover its costs shall not recover attorneys' fees. No sum of attorneys' fees shall be counted in calculating the amount of judgment for purposes of determining whether a Party is entitled to recover its costs or attorneys' fees.

J. LIMITED LIABILITY

This provision allocates the risks under this Agreement between Independent Contractor and Caliber. Independent Contractor's pricing reflects the allocation of risk and limitation of liability. However, to the extent such actions or omissions were not caused by Caliber, Independent Contractor shall remain liable for bodily injury or personal property damage resulting from grossly negligent or willful actions of Independent Contractor or its employees and/or agents while on Caliber's premises.

K. INDEMNIFICATION

Contractor will defend, indemnify and hold Caliber harmless from and against all claims, damages, liabilities, losses, expenses and costs (including reasonable fees and expenses of attorneys and other professionals) arising out of or resulting from:

- 1. Any action by a third party against Caliber that is based on a claim that any Services performed under this Agreement, or the results of such Services (including any Contractor Work Product), or Caliber's use thereof, infringe, misappropriate or violate such third party's Intellectual Property Rights; and
- 2. Any action by a third party against Caliber that is based on any act or omission of Independent Contractor or Contractor Staff and that results in: (i) personal injury (or death) or tangible or intangible property damage (including loss of use); or (ii) the violation of any statute, ordinance, or regulation.

L. Notices

1. Contact Persons. All notices and other communications in connection with this Agreement shall be directed to the following persons:

If to Independent Contractor:
Bay Area Building Improvements
P.O BOX 320708
San Francisco CA, 94132
(415)867-0535
BayAreaBuildingImprovements@yahoo.com

If to Caliber:
President
3260 Blume Drive #120
Richmond, CA 94806
markus@caliberschools.org
Phone: (415) 860-4963

- **2. Notice Procedures.** All notices and other communications in connection with this Agreement shall be in writing and shall be considered given as follows:
 - a. When delivered personally to the recipient's address as stated on this Agreement;
 - b. Three (3) days after being deposited in the United States mail, with postage prepaid to the recipient's address as stated on this Agreement; or
 - c. When sent by fax or email to the last fax number or email address of the recipient known to the person giving notice.

Notice is effective upon receipt provided that a duplicate copy of the notice is promptly given by first class mail, or the recipient delivers a written confirmation of receipt.

N. MISCELLANEOUS TERMS

- 1. Exclusive Agreement. This is the entire Agreement between Independent Contractor and Caliber. All previous agreements between the Parties, if any, whether written or oral, are merged herein and superseded hereby.
- 2. Modifying the Agreement. This Agreement may be supplemented, amended, or modified only by the mutual agreement of both Parties. No waiver of any provision of this Agreement will be deemed, or will constitute, a waiver of any other provision, whether or not similar, nor will any waiver constitute a continuing waiver. No modification of this Agreement shall be binding unless in writing and expressing an intent to modify the Agreement and signed by both Parties.
- **3. No Partnership.** This Agreement does not create a partnership relationship. Neither Party has authority to enter into contracts on the other's behalf.
- 4. Interpretation and Opportunity for Counsel. In the event of a controversy or dispute between the Parties concerning the provisions herein, this document shall be interpreted according to the provisions herein. The Parties hereto acknowledge and agree that each has been given an opportunity to independently review this Agreement with legal counsel.
- **5. Applicable Law.** This Agreement will be governed by the laws of the State of California.
- **6. Interpretation of Agreement.** This Agreement shall be construed as a whole in accordance with its fair meaning. The language of the Agreement shall not be construed for or against any particular Party.
- 7. Survival of Terms. Sections F, G, I, J and K (and their subsections, if any) will survive the expiration or termination of this Agreement.

- **8. Assignment.** Neither Party will assign or otherwise transfer this Agreement in whole or in part without the prior written consent of the other Party. The provisions of this Agreement will be binding upon and inure to the benefit of the Parties hereto and their respective successors and assigns permitted hereby.
- 9. Severability. Should any provision of the Agreement be declared or determined by any court of competent jurisdiction to be illegal, invalid or unenforceable, the legality, validity and enforceability of the remaining Parties, terms, and provisions shall not be affected thereby, and said illegal, invalid or unenforceable part, terms or provisions shall be deemed not to be part of this Agreement.
- 10. Force Majeure. Either Party shall be excused from performance, without penalty, for delay in, or failure of, performance or shall any such delay in, or failure of, performance constitute default if such delay or failure is caused by force majeure. "Force majeure" means an occurrence that is beyond the control of the Party affected and occurs without the Party's fault or negligence. Force majeure may include, but is not limited to: acts of nature; acts of government (including, but not limited to, political subdivisions, school districts, or local education agencies that authorize and oversee Caliber) not related to breach of any legal or regulatory obligation by either Party; fire; earthquake; strike; lockout; civil disorder; war or commandeering by any agency of government; epidemics; and quarantine restrictions. If either Party is delayed at any time by force majeure, the delayed Party shall notify the other Party's designated representative of such delay, in writing and via telephone when feasible, as soon as practicable and shall specify the cause(s) of such delay. The delayed Party shall cause such delay to cease as soon as practicable.
- 11. **Binding Effect.** The provisions of this Agreement will be binding upon and will inure to the benefit of the respective successors and permitted assigns of the Parties.
- 12. Counterparts. This Agreement may be executed in two (2) or more counterparts, which shall, in the aggregate, be signed by all Parties and constitute an Agreement. Each counterpart shall be deemed an original instrument as against any Party who has signed it.
- 13. Headings. The headings of sections in this Agreement are for convenience of reference only and will not affect the meaning or interpretation of this Agreement in any way.

SIGNATURES:

On Behalf of Caliber:	On Behalf of Independent Contractor:	
Markus Mullarkey	Name:	
Title: President	Title:	
Date: September 10, 2021	Taxpayer ID Number:	
	Date: September 10, 2021	

APPENDIX A

Statement of Work #001

This Statement of Work #001 is issued under and subject to all of the terms and conditions of the Independent Contractor Agreement dated as of September 10, 2021, between Caliber Public Schools ("Caliber") and Bay Area Building Improvements ("Independent Contractor").

<u>Scope of Work:</u> Independent Contractor will perform daily and nightly cleaning services at the Caliber: Beta Academy ("*School*") campus during the remainder of the 2021-22 school, through June 30, 2022. The attached **Appendix A-1** details the services that Independent Contractor will perform at the Caliber: Beta Academy. Independent Contractor will provide sufficient staff (anticipated to be 6 employees) to complete the services.

<u>Program/Project Management</u>: Independent Contractor's work will be closely coordinated with the Caliber: Beta Academy Director of Operations (currently Frances Lizarde), who will communicate with Independent Contractor on behalf of the School.

<u>Deliverables</u>: As described in the attached **Appendix A-1**.

Payment Terms: Caliber will pay Independent Contractor on a monthly basis as follows:

- Caliber will pay a monthly fee of twenty-five thousand dollars (\$25,000) per month for the months of October 2021 through June 2022 inclusive.
- This SOW #001 may be terminated or canceled by either party at any time with a minimum of thirty (30) days written notice to the other party.

AGREED AS OF SEPTEMBER 10, 2021:

On Behalf of Caliber:	On Behalf of Independent Contractor:	
Markus Mullarkey	Name:	
Title: President	Title:	
Date: September 10, 2021	Date: September 10, 2021	

Appendix A

Service areas:

AREA 1: Exterior areas, & entrance way for LS & US

AREA 2: Offices or other – Rooms 3, 12,13, 14, 20, 21, & 900, 912

AREA 3: Cafeterias – Rooms 10 & 911

AREA 4: Staff Work Spaces - Rooms 2 (LS) & 900 (US)

AREA 5: Kitchen – Room 11

AREA 6: Restrooms – US student restrooms, LS student restroom A, LS student restroom B, restrooms in TK & Kinder classrooms (Rooms 1, 28, 29, 30 & 31), & staff work space restrooms (Room 2)

AREA 7: Classrooms - 1, 4, 5, 6, 7, 8, 9, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 898, 899, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 913, 914, 915 & 916

AREA 1: Exterior areas, & entrance way for LS & US

- Trash Duties **DAILY**
 - Police for trash on Lower School & Upper School grounds & walkways
 - Keep garbage room neat and orderly
 - Flatten cardboard & put in recycling dumpster
 - Move all clothing items to lost and found receptacle (before EOD, daily)
 - AM Custodians: leaf blow trash Around LS, US Grounds (before school starts - time TBD)
 - o AM Custodians: Empty out all trash containers on school grounds
 - Wipe down containers inside and out
- Traffic Duties **DAILY**
 - Put cones out before morning arrival time (*TBD*) in the LS play yard. Then put cones away after 8:05am.
 - Put cones out before afternoon dismissal time *TBD (M-F) in the LS play yard. (Must be done daily)

AREA 2: Offices or other – Rooms 3, 12,13, 14, 20, 21, 900, & 912

- Remove all trash and recycling DAILY
 - Place in proper dumpster
 - Clean inside/outside of receptacle
 - Replace liner
 - Put trash receptacles/dumpsters
- Clean Flooring **DAILY**
 - Vacuum or sweep
 - Mop
 - Must not mix water from classroom/room to classroom/room, dump out water for each

- Place all furniture back where found
- Disinfect all Touch Points DAILY
 - Outdoor rails
 - Doors
 - Door knobs/handles and around door knob/handles (above and below)
 - Door frames
 - Light switches
 - Handsanitizers
 - Chairs (top and bottom)
 - Desks (top and bottom)
 - Trash cans, outside and inside of can (with out bag/liner)
 - Paper Towel dispensers
 - Water Dispensers (if in portables)
 - Other items/areas requested at a later time***
- Clothing items left behind (Room 10 & 911/cafeterias & playgrounds only)
 - All items left in room 10 & 911/cafeterias and playgrounds should be taken to the lost and found (near room 12) daily
- Restock hand sanitizers & paper towels (if applicable)

AREA 3: Cafeterias – Rooms 10 & 911

- Clean Flooring DAILY
 - Sweep
 - Mop
 - Must not mix water from classroom/room to classroom/room, dump out water for each
 - Place all tables back where found
- Wipe down tables (top and bottom) DAILY
- Disinfect all Touch Points DAILY
 - Outdoor rails
 - Doors
 - Door knobs/handles and around door knob/handles (above and below)
 - Door frames
 - Light switches
 - Handsanitizers
 - Trash cans, outside and inside of can (with out bag/liner)
 - Paper Towel dispensers
 - Water Dispensers (if in portables)
 - Other items/areas requested at a later time***
- Restock hand sanitizers & paper towels
- Remove all trash, recycling & clean inside/outside of receptacle DAILY
- All items left in cafeterias by each afternoon should be taken to the lost and found in front of room 12 daily.
- Meal Service

- AM custodians will need to help with*:
 - Collecting trash during & after meal times (breakfast & lunch)
 - Help clean tables between lunch times for different grades
 - Sweep & mop floors between lunch times for different grades

AREA 4: Staff Lounges – Rooms 2 (LS) & 900 (US)

- Clean Flooring **DAILY**
 - Sweep
 - o Mop
 - Must not mix water from classroom/room to classroom/room, dump out water for each
 - o Place all tables back where found
- Disinfect all Touch all Touch Points DAILY
 - Outdoor rails
 - Doors
 - Door knobs/handles and around door knob/handles (above and below)
 - Door frames
 - Light switches
 - Handsanitizers
 - Chairs (top and bottom)
 - Desks (top and bottom)
 - Trash cans, outside and inside of can (with out bag/liner)
 - Paper Towel dispensers
 - Water Dispensers (if in portables)
 - Other items/areas requested at a later time***
- Remove all trash, recycling & clean in/out of receptacle
- Wipe down outside of fridge and clean any spills
- Restock hand sanitizers & paper towels
- Wipe down copy machines DAILY

AREA 5: Kitchen – Room 11

ALL ITEMS MUST BE DONE DAILY

- Remove all trash, recycling & clean in/out of receptacle
- Wipe down walls and borders
- Dust computers, doorways/borders & vents
- Sweep & mop
 - Must not mix water from classroom/room to classroom/room, dump out water for each
- Restock hand sanitizers & paper towels
- Wipe down outside of fridge & any other appliances, clean up any spills
- Wipe down the exterior of garbage cans and milk cans
- Disinfect all Touch Points DAILY

- Outdoor rails
- Doors
- Door knobs/handles and around door knob/handles (above and below)
- Door frames
- Light switches
- Handsanitizers
- Chairs (top and bottom)
- Desks (top and bottom)
- Trash cans, outside and inside of can (with out bag/liner)
- Paper Towel dispensers
- Water Dispensers (if in portables)
- Other items/areas requested at a later time***
- Wax floor in kitchen and servery sections (during long breaks)
- Powerwash ramp and where milk is collected (during long breaks)

AREA 6: Restrooms – US student restrooms, LS student restroom A, LS student restroom B, restrooms in TK & Kinder classrooms (Rooms 1, 28, 29, 30 & 31), & staff work space restrooms (Room 2)

- Disinfect all Touch Points DAILY
 - Walls
 - o Doors, door framing, and stall partitions
 - All mirrors
 - o Disinfect door handles/knobs (around, above & below)
 - Handrails on outdoor walkways
 - o Handrails inside of bathrooms
 - All countertops and sinks
 - All sink fixtures, clean soap dispensers, paper towel dispensers
 - Soap, paper towel & toilet seat cover dispensers
 - Light switches
 - o Toilets & Urinals
 - Disinfect seats, rim, inside, base, flushing mechanism
 - If the toilet is clogged and needs to be plunged and cannot be fixed by night custodians, notification must be sent to DOps as soon is possible
 - Trash cans, outside and inside of can (with out bag/liner)
 - Other items/areas requested at a later time***
- Restock paper towels, toilet paper, seat liners, hand soaps, urinal screens
- Remove all trash and recycling
 - Place in proper dumpster
 - Clean inside/outside of receptacle
 - Replace liners
- Sweep and mop flooring
 - o In edges, behind toilets

Restrooms must not smell like urine

AREA 7: Classrooms **DAILY** - 1, 4, 5, 6, 7, 8, 9, 15, 16, 17, 18, 19, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 898, 899, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 913, 914, 915 & 916

- Clean flooring **DAILY**
 - Vacuum or sweep all flooring
 - Mop all floor
 - Must not mix water from classroom/room to classroom/room, dump out water for each
 - Rugs can be vacuum DAILY
 - Remove all trash, recycling & clean in/out of receptacles
- Disinfect all Touch Points DAILY
 - Outdoor rails
 - Doors
 - Door knobs/handles and around door knob/handles (above and below)
 - Door frames
 - Light switches
 - Handsanitizers
 - Chairs (top and bottom)
 - Desks (top and bottom)
 - Trash cans, outside and inside of can (with out bag/liner)
 - Paper Towel dispensers
 - Water Dispensers (if in portables)
 - Other items/areas requested at a later time***
- Vertical and Horizontal surfaces
 - Clean cabinets, appliances, and walls especially by trash/recycle areas
 - Wipe down with disinfectant all counters tops, tables and chairs daily
 - Clean sink area, restock paper products and hand soap as needed
- Remove all trash and recycling
 - Clean inside/out of receptacles
 - Replace liners
 - Place in proper dumpster

Supplies and Equipment

- Contractor will provide equipment needed to perform services.
 Client will provide all restroom products (toilet paper, hand towels, hand soap, seat covers, white towels multifold, can liners etc.)
- Client will provide cleaning and disinfectant products. Products must be <u>EPA: List N</u> approved and safe for school environments.
- Client will provide training on products used. (*Equipment, if provided by client)

- IIPP & MSDS is located in room 12 / main office.
- First Aid lockers are located in Upper School & Lower School cleaning supply closets.
- Eye Wash Stations are located in Upper School & Lower School cleaning supply closets.

Service Schedule (SPECIFIC TIMES TBD)

- Day custodian(s)
 - Custodian for LS 6:30 a.m. to 3:00 p.m. (30 minute lunch break included)
 - Custodian for US 7 a.m. to 3:30 p.m. (30 minute lunch break included)
 - Support custodian 1 p.m. to 9:30 p.m. (30 minute lunch break included)
- Night custodian(s) x 3: 3:30 p.m. to 11:30 p.m. (30 minute break included)

Campus Security

- Morning Arrival:
 - Unlock padlocks for US gates (facing Kennedy school gym) @ 7
 a.m.
 - Lock main gates (facing Berk Ave. & main gate facing Kennedy school) after arrival time TBD
 - May change
- Afternoon Dismissal:
 - Lock LS & US student bathrooms by TBD (M-F)*
 - May change
- Evening Lock-Up:
 - Padlock the US gates, make sure all doors all locked (facing Kennedy High School Gym) by 4:30pm M-F*
 - Padlock gate on Berk Ave. & staff parking lot after ASP (after school program) by 4:30pm M-F*
 - Make sure all windows and doors are locked in all portables.
 Shades drawn, A/C or heater off, and turn off HEPA filters.
 - Disarm/Arm security system.

Communication

- Any custodial requests should come directly from DOps
- Any and all items that need to be fixed, must be reported immediately to DOps (by text or email)
- All materials running low on stock, must be reported immediately to DOps (by text or email)
- Day custodians will be issued client phones & emails in order to keep communication ongoing
 - Emails must be responded by the end of day
 - Text messages must be responded to within 2 hrs of received text

- Caliber school technology policies apply
- Caliber school values and policies apply for all custodial staff (AM, PM crews and management)
- Contractor is to communicate to DOps when custodial Staff is out sick or will not be on campus. All COVID19 prevention procedures for sick/absent staff will apply to Contractor.
- Monthly or Bi-Monthly meetings will be held with DOps & Contractor
- Bi-Monthly meetings (or check-ins) will be held with DOps & Day custodians.

Training Required (contract must sign affidavit stating AM staff have completed the following training):

- AM Staff should have CPR/First Aid training done
- AM Staff should have mandated reporting training done
- AM Staff should have cardiac arrest training done
- AM Staff will be asked to attend restorative justice training, Toolbox training and other PD (professional development) as DOps sees fit

Ad Hoc Requests (Ad hoc request may include, but are not limited to)

- Fix artwork around campus
- Change burnt light bulbs
- Plumbing service (if possible)
- Building furniture
- Move furniture (up to 50 lbs) limited, DOps will notify Contractor of anything heavier
- Clear out weeds around campus
- Paint jobs
- Other miscellaneous work will be cleared by Contractor before beginning any work (such as summer project to do list)

Working School Breaks Include:

- Indiginous Peoples Day 10/11
- Fall Data Day 10/8
- Thanksgiving 11/22 to 11/24
- Winter 12/20-23 & 12/27-30
- Mid-Winter 2/18-22
- Spring Data Day 3/18
- Spring Break 4/4-8
- Summer 6/10 till the first day of school (depends on the progress of work)

Work to be done over the Breaks

- Window cleaning inside & outside the portables
- Remove any items from the roofs of portables
- Gutter cleaning

- Clean window & window seals
- Clean out air vents
- Power wash exterior of portables
- Spray enzyme based cleaner around urinals & toilets bases in restrooms
- Deep cleaning all areas inside the classrooms & offices
 - Replacing ceiling panels
 - High dusting
 - o Dusting and wiping down shelves and school equipment
 - o Detailing surfaces of desks, cleaning and detailing of chairs
 - Carpet & rug cleaning
 - Cleaning baseboards
 - Wiping/scrubbing and detailing walls
 - Applying any sealant necessary for preservation of surfaces
- Other services as needed (must be cleared by Contractor)

Holiday Schedule (no work)

- Labor Day 9/6
- Thanksgiving Day & Black Friday 11/25 & 11/26
- Christmas Eve & Day 12/24 & 12/25
- New Years Eve & Day 12/31- & 1/1
- Memorial Day 5/30
- Independence Day 7/5/2022 (in observance of the 4th of July)
- Juneteenth 6/20/2022

Additional Services (at no additional charge):

- Carpet and Rug Cleaning
- Deep Clean Cleaning
- Power Washing Portables
- Window Cleaning
- Strip, Seal And Wax Hard Surface Flooring
- Buffing Of Floors
- Cleaning Out Gutters

(Additional Services listed here will be performed during breaks or non-school days. Client Will Be Responsible For Material Costs Such As Chemicals Needed To Perform Such Tasks. Contractor will provide equipment to perform services.)

Key

Contractor - Barron Cleaning & Detailing Client - Caliber: Beta Academy

* - Times & Dates subject to change

LS - Lower School grounds
US - Upper School grounds
DOps - Director of Operations for Beta
ASP - After School Program
PD - Professional Development

Attached

School Calendar School Map

APPENDIX B

Certification of Criminal Background Clearance, Tuberculosis (TB) Clearance, and Credential Verification

This form is to be completed with respect to the Agreement dated August 4, 2020 between Caliber Public Schools ("Caliber," also formerly known as Caliber Schools) and Bay Area Building Improvements ("Independent Contractor").

PLEASE CHECK ALL APPROPRIATE BOXES AND SIGN BELOW.

CLEARANCE AND CREDENTIAL REQUIREMENTS SATISFIED:				
A.	The Independent Contractor hereby certifies to Caliber that it has completed the criminal background check required by law and has determined that none of its employees who may come into contact with Caliber students has been convicted of a violent felony listed in Penal Code Section 667.5(c), a serious felony listed in Penal Code Section 1192.7(c), a sex offense listed in Education Code Section 44010, a controlled substance offense listed in Education Code Section 44011, a crime involving moral turpitude (e.g., embezzlement, perjury, fraud, etc.), or any offense which may make the employee unsuitable/undesirable to work around students. The Independent Contractor shall also request and receive subsequent arrest notifications for all such employees from the California Department of Justice to ensure ongoing safety of students.			
B.	The Independent Contractor hereby certifies to Caliber that it has required and verified that all employees who may have frequent or prolonged contact with students have undergone a risk assessment and/or been examined and determined to be free of active tuberculosis. The Independent Contractor requires all new employees to provide the Independent Contractor with a certificate of tuberculosis clearance dated within the sixty (60) days prior to initial employment. The Independent Contractor maintains current TB clearances for all such employees.			
C.	The Independent Contractor hereby certifies to Caliber that it has required and verified that all of the Independent Contractor's employees whose assignment at Caliber requires a teaching or substitute credential or license holds a current, valid credential or license appropriate for the assignment as required by Education Code Section 47605(<i>l</i>).			
List hal	ow, or attach, the name and other information for each yender employee for whom the Independent Contractor has successful			

List below, or attach, the <u>name and other information for each vendor employee</u> for whom the Independent Contractor has successfully completed the requisite fingerprinting and criminal background check, TB risk assessment/clearance, and credential verification (if applicable), in accordance with the provisions above.

Name of Employee	Date of Criminal Background Clearance Determination	TB Expiration Date	Credential(s) Type and Expiration Date(s)
John Example	07/23/2014	07/23/2018	MSTC 07/01/2018

WAIVER JUSTIFICATION: The Independent Contractor and all of its employees qualify for a waiver of the Department of Justice (DOJ) fingerprint and criminal background clearance requirements for the following reason(s): The Independent Contractor and its employees will have NO CONTACT with pupils. (No school-site Services will be provided.) The Independent Contractor and its employees will have LIMITED CONTACT with pupils. (Attach information about length of time on school grounds; proximity of work area to pupil areas; whether the Independent Contractor's employees will be working by themselves or with others, and, if so, with whom; and any other factors that substantiate limited contact.) The Independent Contractor, which will be providing for construction, reconstruction, rehabilitation, or repair of a school facility where the employees of the Independent Contractor may have contact, other than limited contact, with pupils, shall ensure the safety of the pupils by one or more of the following methods: Check all methods to be used: Installation of a physical barrier at the worksite to limit contact with students. Continual supervision and monitoring of all employees of the Independent Contractor by an employee of the Independent Contractor who has not been convicted of a serious of violent felony, a sex or controlled substance offense, or a crime involving moral turpitude as ascertained by the DOJ. Surveillance of employees of the VENDOR by school personnel 3) The Services provided by the Independent Contractor are for an "EMERGENCY OR EXCEPTIONAL SITUATION" ONLY, such as when pupil health or safety is immediately endangered or when emergency repairs are needed to make the school facilities safe and habitable.

By signing below, under penalty of perjury, I certify that the information contained on this certification form and the employee list(s) is accurate. I understand that it is the Independent Contractor's sole responsibility to maintain, update, and provide Caliber with current and complete information along with the employee list, throughout the duration of Services provided by Independent Contractor.

Authorized Vendor Signature

Name

Title

September 10, 2021



SECTION 3: CONSENT CALENDAR ITEMS

C6 – June 24, 2021 Board Meeting Minutes



Board of Directors Meeting

Thursday, June 24, 2021, 3:00 PM-5:00 PM Zoom Call

Directors Attending

- Jennifer Moses Y
- Ron bell
- Tony Adams
- Nolan Highbaugh
- **Directors Absent**
 - Ron Beller

- Carolyn Hack
- Margarita Florez
 Vasconcelos
- Andrya Huntsman Y

Staff Present

- Terence Johnson, CEO
- Markus Mullarkey, COO
- Rachael Weingarten, Head of Schools
- Estefania Garcia, HR Lead
- Angelina Molina, Senior Managing Director of Teaching + Learning

- Andy Santiago, Operations and Admin Coordinator
- Wendy Villalobos, Admin. & Talent Coordinator
- Sarah Strom, Head of Talent and Communications

Call to order - The meeting was called to order by Jennifer Moses at 3:00 PM.

Tony Adams made a motion to approve the Board Meeting Agenda. Nolan Highbaugh seconded the motion. (0:20)

Jennifer Moses: Y

Ron Beller: A

Nolan Highbaugh: Y

Tony Adams: Y

Carolyn Hack: Y

Margarita Florez: Y

Motion Passed

A1. CEO Updates

Terence Johnson shared updates surrounding Caliber's talent overview, SSO reorganization, DEIB statement, Invictus relationship, facility project and board governance updates.



Mr. Johnson shared that a Caliber Care program run to support staff and families during the pandemic was a success in providing the community with basic needs such as groceries.

Mr. Johnson shared the reorganization of Caliber includes new officer roles. He shared that Markus Mullarkey's title will now be President and Rachael Weingarten will be Head of Schools (TK-8). He also shared the rest of the SSO organization structure including some new roles that are planned.

Mr. Johnson shared the talent retention (78% overall) and recruitment rates for Caliber. He shared the current metrics and goals for the hiring season and the new hire demographics breakdown by self-identified race.

Mr. Johnson presented updates to the current draft of the Diversity, Equity, Inclusion and Belonging (DEIB) Statement and explained that next steps are to continue outlining and developing rigorous content for the classroom.

Mr. Mullarkey reported that the Service Agreement to start a partnership with Invictus on July 1st is moving along. Logistics are still being worked on and the two organizations' teams have been working together.

Mr. Mullarkey shared that the North Campus construction project is underway and that 90% of the demolition of the original building has been completed. He shared that the 267 Valle Vista property has not been decided and there's still a chance that our offer may be accepted.

Mr. Mullarkey shared that Caliber is looking at opportunities for clean energy and any other interesting opportunities to pivot away from partial reliance on natural gas to solar based systems to be a clean energy organization. He shared that we are in the early stages of doing investigation research about what Caliber can do around clean energy.

Carolyn Hack commented on staff retention and asked if there is data on reasons staff are leaving. Terence mentioned most staff members have gotten other jobs or had other particular issues for leaving.



Ms. Moses asked Mr. Johnson to share why we decided to partner with Invictus instead of opening a new Caliber H.S.. Mr. Johnson mentioned that based on the research from several options available and considering the local political environment the partnership with Invictus seemed to be the best opportunity to move towards meeting the goals of having a High School aligned with Caliber for Caliber families.

Ms. Moses shared her appreciation for the staff, teachers and parents for being part of the process to build a new home for Caliber high school opportunities and congratulated Markus and Rachael for their new positions at Caliber.

OPEN COMMENTS:

Abedesa Rolon, Tyler Powles, Sage Cohen, and Cameron Crowell made comments.

A2. Board Member Appointment

Jennifer Moses introduced Andrya Huntsman and asked for Board Approval to appoint Andrya Huntsman as a Board Member of Caliber Public Schools.

Mr. Johnson shared that Ms. Huntsman has been immersed in her childs' education as Caliber students and after a long process Ms. Huntsman has agreed to join the board. Ms. Huntsman shared her gratitude for Caliber.

OPEN COMMENTS:

Tony Adams made a motion to approve the Board Member Appointment of Andrya Huntsman. Margarita Florez seconded the motion.

Jenifer Moses: Y

Tony Adams: Y

Margaritas Florez Vasconcelos: Y

Nolan Highbaugh: Y

Ron Beller:A

Carolyn Hack: Y

Motion Passed

A3. Caliber 5-year Strategic Plan



Mr. Johnson shared the draft of the Strategic Plan and showed the top 5 priorities for Caliber's 5 year strategic plan. The five priorities outlined being

- 1. Improve our academic outcomes
- 2. Strengthen people-centered talent practices
- 3. Expand TK-12
- 4. Unite as One, Cohesive Network
- 5. Operate Sustainably on public dollars.

Mr. Johnson mentioned that the work for these strategies has already been underway. He shared the aspirations that stakeholders have expressed for the future of Caliber by 2026.

Mr. Adams asked a question regarding who is going to determine how the improvement will be shown.

Ms. Weingarten shared the following regarding how improvement will be determined: "there are academic goals created based on performance pre-pandemic and end of year MAP results. SMART goals have been set for LCAP, MAP etc. Each year the data will be reviewed to create new goals based on end of year data."

Mr. Mullarkey mentioned that each year the goals get recorded on the LCAPs for the year and the board will see the goals and have an opportunity to weigh in on the goals and changes to evaluate if the correct benchmarks are being used.

Mr. Adams made the comment that he enjoyed seeing his input being taken into consideration when reviewing the strategic plan.

Ms. Moses made the comment that she is pleased that Caliber is staying aligned to the mission and is wondering how SEL outcomes will be measured alongside the academic outcomes because SEL is also important.

Ms. Vasconcelos made the comments that she is excited about the "unite as one cohesive network" priority and that there is a goal for stronger alignment. She made the comment that she didn't see SEL and mental health support in what she saw of reading the plan. Ms. Vaconcelos was surprised that Caliber wants to link academic and SEL outcomes but academic outcomes would be measured



through standardized tests which feels at tension and suggested looking at how academics could be measured in a rigorous way while still underscoring the end integration of SEL and mental health.

Ms. Hack made the comment that there is a temptation to put plans that make us feel good but may not be realistic and that when she looks at the goal of Caliber being a "Top Performer" she asks what does that mean, how that would be defined and measured and from what starting point, and if it is realistic. She made the comment that she would rather have teachers and staff set do-able goals instead of high five goals because she has never seen schools where every grade and every class was improving together every single year.

Ms. Hack made the comment that she wants to ensure the plan is believable for the board, staff and families.

Mr. Johnson mentioned that there will be particular milestones set for each grade and the goal is to set a high bar that improves the outcomes for students each year.

Ms. Moses shared that another way to think about it is that we have always known that goals need to be data driven and we want to hold ourselves to higher standards.

OPEN COMMENTS:

Joan made a comment.

Parents Abedessa Rolon, Gondica, and Robin Degracia made comments on this agenda item. Teachers Tyler Powels, Alina Enoiu, Sage Cohen, Morgan Hubbard made comments on this agenda item.

A4. 2021-22 School Strategic Plan

Ms. Weingarten shared the school strategic plan timeline and reviewed MAP data along with SEL program information. Ms. Weingarten also shared the Panorama Survey data regarding school climate, barriers to engagement, and action steps planned for next school year.

Ms. Weingarten reviewed the 2021-22 LCAP Goals and shared the Metrics and Data sources along with the proposed actions for each of the six goals.

Nolan Highbaugh made a motion to approve LCAP plans for 2021-22. Carolyn Hack seconded the motion.

Jenifer Moses: Y
 Nolan Highbaugh: Y
 Tony Adams: Y



Margaritas Florez
 Vasconcelos: Y

Andrya Huntsman: Y

Ron Beller:A

Carolyn Hack: Y

OPEN COMMENTS:

Staff Morgan Hubbard, Timothy Pruitt made a comment on this item.

A5. 2020-21 and 2021-22 Budgets

Mr. Mullarkey shared the finance summary of 2020-21 and the proposed budget for 2021-22. The one-time COVID-related funding expected between 2020-23 was shown. Mr. Mullarkey shared the LCFF budget overview for Parents for both Beta and ChangeMakers in conjunction with the LCAP and the budget. He shared that state deferrals have resulted in schools currently having lower cash compared to if that state had been paid on a normal schedule. Therefore as a central organization, Caliber will need to defer collection of revenue that supports central office cost and may have to make an intercompany loan from Caliber as an organization to ChangeMakers Academy which is getting less money as a newer school.

Mr. Mullarkey asked for approval of the action items included in the meeting agenda. Specifically:

Action Item: SSO Fee Deferral and Loan to ChangeMakers

Action Item: Caliber Public Schools Budget Action Item: 2021-22 Beta Academy Budget

Action Item: 2021-22 Beta Academy LCFF Budget Overview for Parents

Action Item: 2021-22 ChangeMakers Academy Budget

Action Item: 2021-22 ChangeMakers Academy LCFF Budget Overview for Parent

Ms. Moses asked if this process had happened previously. Mr. Mullarkey mentioned that these types of discussions have happened before.

OPEN COMMENTS:

No public comments were made on this item.

Tony Adams made a motion to approve the authorization for SSO Fee Deferral and Loan to ChangeMakers, Caliber Public Schools Budget, 2021-22 Beta Academy Budget, 2021-22 Beta Academy LCFF Budget Overview for Parents, 2021-22 ChangeMakers Academy Budget, 2021-22 ChangeMakers Academy LCFF Budget Overview for Parent. Nolan Highbaugh seconded the motion.

Jennifer Moses: Y
 Tony Adams: Y
 Ron Beller: A



Carolyn Hack: Y

Margarita FlorezVasconcelos : Y

Nolan Highbaugh: YAndrya Huntsman: Y

Motion Passed

B. Review/Approval of Consent Items

Nolan Highbaugh made a motion to approve Consent Calendar Items with amendment to remove item B10 which staff indicated was not ready for approval at this time. Tony Adams seconded the motion.

Jennifer Moses: YTony Adams: Y

Ron Beller: A

Carolyn Hack: Y

Margarita Florez

Vasconcelos: Y

Nolan Highbaugh: Y

• Andrya Huntsman: Y

Motion Passed

OPEN COMMENTS:

No Public comments were made on this item.

C. Public Comment

T Binz, Yvonne made public comments.

D. Closed Session

Disclosure of items to be discussed & call for comments D1.CONFERENCE WITH LEGAL COUNSEL—LITIGATION (Gov. Code section 54956.9(d)(4).): (3).

The closed session topic was identified and the Board moved to closed session.

The Board returned from the closed session.

Ms. Moses clarified there is no outstanding litigation, an unfair labor practice act complaint lodged with the public employee relations board was discussed during closed session.

Ms. Moses reported that no action was taken in closed session.

OPEN COMMENTS:

Parent Abedessa Rolon made a comment.



Nolan Highbaugh motioned to adjourn the meeting. Tony Adams seconded the motion.

Jennifer Moses: Y

Tony Adams: Y

• Ron Beller: A

Carolyn Hack: Y

Margarita Florez

Vasconcelos: Y

• Nolan Highbaugh: Y

• Andrya Huntsman: Y

Motion Passed

Ms. Moses adjourned the meeting at 5:32pm.

Next board meeting: 09/09 @ 4:00 PM via Zoom

Meeting adjourned at 5:32 PM



SECTION 3: CONSENT CALENDAR ITEMS

C7- August 19, 2021 Special Board Meeting Minutes



Board of Directors Meeting

Thursday, August 19, 2021, 4:00 PM-5:00 PM **Zoom Call**

Directors Attending

- Jennifer Moses
- Tony Adams
- Nolan Highbaugh

Directors Absent

Ron Beller

- Carolyn Hack
- Margarita Florez Vasconcelos

Andrya Huntsman

Staff Present

- Terence Johnson, CEO
- Markus Mullarkey, President
- Rachael Weingarten, Head of Schools
- Estefania Garcia, HR Lead
- Katherine Hendrickson, Managing Director of Strategy

- Andy Santiago, Operations and Admin Coordinator
- Wendy Villalobos, Admin. & Talent Coordinator
- Gwen Agustin, Director of Special **Education and Student Services**

Call to order - The meeting was called to order by Jennifer Moses at 4:00 PM.

Carolyn Hack made a motion to approve the Board Meeting Agenda. Nolan Highbaugh seconded the motion.

• Jennifer Moses: Y

Ron Beller: A

Carolyn Hack: Y

Nolan Highbaugh: \

Margaritas Florez

Vasconcelos:Y

Tony Adams: Y

Andrya Huntsman:Y

Motion Passed

A1. Independent Study Program



Ms. Agustin presented the Independent Study Plans breakdown including the supervising teacher, number of students to be enrolled. A copy of the proposed Board Policy regarding Independent Study was circulated with the packet and agenda for the meeting.

Ms. Weigarten presented Edgenuity, who will be contracted through Caliber Public Schools to provide the Independent Studies curriculum to ensure everything is aligned with California State Standards.

Ms. Agustin shared that the current number of students interested in participating in the Independent Study program to date is 44 students.

Ms. Weingarten presented the proposed cost breakdown for the estimated number of students.

Ms. Agustin presented the plan on how the students from special populations including students with IEPs and 504s are being supported with the Independent Study Plan.

Ms. Weingarten shared the plan on transitioning students back to in-person learning ensuring that students transition back to in person instruction with 5 instructional days upon request.

Ms. Moses made a comment and thanked everyone for making everything possible to create a safer environment for students because data shows that it is better for students who are learning in person with their peers and teachers and we also know that we need to provide for parents and families who are not yet ready to go back to school and we hope families get comfortable with bringing their children back in-person because that it what is best for them.

Ms. Hack asked a question on whether the enrollment process for the independent study program was going to be by semester or year. Ms. Agustin shared that the space must be provided for parents that wish to opt in any time of the year and have 5 days upon request to transition students back to in-person.

OPEN COMMENTS:

Parent Gondica made a comment.

Nolan Highbaugh made a motion to approve Caliber's Independent Study Program and Independent Study Program Policy. Margarita Florez Vasconcelos seconded the motion.

Jennifer Moses: Y

Ron Beller:A

Nolan Highbaugh: \(\)

Tony Adams: Y

Carolyn Hack: Y

Margaritas Florez Vasconcelos:Y

Andrya Huntsman:Y

Motion Passed



A2. High School Petition

Mr. Johnson shared that the team has been working for the past two year to make a Caliber High School possible for ChangeMakers students, and the team is now ready to submit a petition. Ms. Hendrickson shared the plans to submit a petition to Vallejo City Unified School District for a Caliber High School (a copy of which was circulated in the packet for the meeting). Ms. Hendrickson shared the vision and plan for the new high school.

Mr. Mullarkey shared the financial impact of a new high school and shared that Caliber has a plan to financially support the opening of the High School if and when it is approved.

Ms. Hendrickson shared the plans of the petition review and approval process with VCUSD. She also shared an update on the progress of the signatures of support for the high school petition. Ms. Hendrickson presented the timeline expected from now until the expected opening of the High School doors.

Ms. Hack asked about where the high school facility is expected to be located and who the leadership will be. Mr. Mullarkey shared that the school is expected to open in a Prop. 39 facility and that Caliber will work with the district until enrollment picks up and the organization can arrange for a private facility over a multi-year period.

Mr. Johnson shared that Ms. Asha Canady, the current upper school School Leader at ChangeMakers Academy, has been named a founding school leader for the Caliber High School.

Ms. Hack asked what the yield is expected to be for the high school enrollment and if it will be open to students that are not attending ChangeMakers Academy. Ms. Hendrickson shared that the enrollment is expected to have students from outside of current Caliber schools joining the Caliber High School.

Ms. Moses made a comment that she is delighted that this is happening and there is a strong need for parents to support and share with the VCUSD board why this is important and Caliber has leadership with High School experience.

Ms. Canady commented on her excitement of the possibility of opening a Caliber High School soon because it is something that parents have wanted and been asking for.



OPEN COMMENTS:

Parents Robin Degracia and Gondica made comments.

Nolan Highbaugh made a motion to authorize staff to submit the Caliber High School charter petition to Vallejo City Unified School District. Andrya Huntsman seconded the motion.

Jennifer Moses: Y

Ron Beller:A

Carolyn Hack: Y

Nolan Highbaugh: Y

Margaritas Florez
 Vasconcelos:Y

Tony Adams: Y

Andrya Huntsman:Y

Motion Passed

Ms. Moses adjourned the meeting at 4:47pm.

Next board meeting: 09/09 @ 4:00pm via Zoom



SECTION 4 : ADDITIONAL INFORMATION